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ABSTRACT

The U.S. Commission on Civil Rights released Mexican American Education Study findings in a series of documents: (1) "The Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest" (ED 052 849), "The Unfinished Education" (ED 056 821), and "The Excluded Student" (ED 062 069). The research methods employed in the study are described here. Phase 1 utilized a stratified random sampling of school districts (300 or more pupils or 1,204 districts) in Arizona, California, Colorado, New Mexico, and Texas. Results from 3 questionnaires were tabulated by state, school grade level, ethnic composition of school, and size of district enrollment. Phase 2 used schools (575) which enrolled over 10% Mexican Americans. One questionnaire was sent to district superintendents, and 1 to a random stratified sample of school principals. The data from superintendents were tabulated by state, enrollment size, proportion of Mexican American enrollment, and grade levels served. The tabulated data from principals included the above data, as well as information on the non-Mexican American composition and the socioeconomic status of the school. In Phase 3, limited to California, New Mexico, and Texas, areas having substantial Mexican American enrollment and encompassing rural, urban, and suburban schools were randomly chosen. Grades 4, 8, 10, and 12 were then visited in these schools, using 6 instruments to interview, observe, and record factual data. Tabulations were by state, grade, and Mexican American enrollment. Included are 6 tables, and 11 appendixes. (MJB)

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METHODOLOGICAL APPENDIX OF RESEARCH METHODS EMPLOYED IN THE MEXICAN AMERICAN EDUCATION STUDY

The United States Commission on Civil Rights

January, 1972

CG 007 230

U.S. COMMISSION ON CIVIL RIGHTS

The U.S. Commission on Civil Rights is a temporary, independent, bipartisan agency established by Congress in 1957 and directed to:

Investigate complaints alleging that citizens are being deprived of their right to vote by reason of their race, color, religion, or national origin, or by reason of fraudulent practices.

Study and collect information concerning legal developments constituting a denial of equal protection of the laws under the Constitution;

Appraise Federal laws and policies with respect to equal protection of the laws;

Serve as national clearinghouse for information in respect to denials of equal protection of the laws; and

Submit reports, findings, and recommendations to the President and the Congress.

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* Now Chairman of the Cabinet Committee on Opportunities for the Spanish Speaking

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The Commission is indebted also to Eunice S. Grier,** former Director of Research in the Commission's Office of Civil Rights Program and Policy. She reviewed this document and provided helpful advice concerning its presentation and content.

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Great assistance in the design, development, and conduct of the overall study have been afforded by its two chief consultants, Dr. Uvaldo Palomares and Dr. Thomas P. Carter. Dr. Palomares is President of the Institute for Personal Effectiveness in Children (IPEC) in San Diego and a former Associate Professor of Educational Psychology at San Diego State College. Dr. Carter is the Dean of the School of Education, Sacramento State College and past Professor of Education and Sociology at the University of Texas.

From the Study's inception, Commission staff have been counseled by an Advisory Committee composed of the following persons:

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The Advisory Committee has been of great assistance in providing guidance in the planning and execution of the Study. However, sole responsibility for the views expressed and accuracy of the material contained in this appendix rests with the Commission.

In addition, numerous educators from all parts of the country, many of whom are leaders in the Mexican Amrican community, provided assistance in the development and review of the study design and survey questionnaires. State superintendents of education in all five Southwestern States and executive directors of school administrators' associations in several of the States encouraged full cooperation of superintendents and principals through formal letters and newsletters. Particular gratitude is expressed to the district superintendents, principals, and other school staff members who cooperated so fully in providing the needed information.

Technical assistance was also provided by Dr. Samuel Lyerly of the Bureau of Social Science Research in Washington, D.C.; Dr. Monroe Rowland, Professor of Education at San Diego State College; and Dr. James Retson, Consultant to the Supplementary Education Center of the San Diego County Board of Education. Dr. Lyerly revised study specifications for tabulations of mail survey data so that they could be used by a computer programmer. Dr. Rowland prepared the instrumentation for the field study and trained interviewers. Dr. Retson trained the observers for the field study.

Finally, a note of thanks is due to the U.S. Department of Health, Education, and Welfare for making available the statistics from the HEW's Fall 1968 Title VI Survey.

INTRODUCTION

A. Background of the Study

Among other statutory requirements, the U.S. Commission on Civil Rights' mandate from Congress instructs the Commission:

> To study and collect information concerning legal developments constituting a denial of equal protection of the laws under the Constitution.
>
> To serve as a national clearinghouse for information in respect to denials of equal protection of the laws.

These directives provided the basis for the Commission's Mexican American Education Study. 1/

In the latter part of the 1960's the Commission began to examine the educational problems faced by Chicanos in the schools of the Southwest. 2/ In testimony given at Commission hearings in San Francisco and San Antonio and in State Advisory Committee (SAC) 3/

1/ In this appendix, the term Mexican American refers to persons who were born in Mexico and now reside in the United States or whose parents or more remote ancestors immigrated to the United States from Mexico. It also refers to persons who trace their lineage to Hispanic or Indo-Hispanic forebears who resided within Spanish or Mexican territory that is now part of the Southwestern United States. The term Chicano is used interchangeably with the term Mexican American. In recent years, Chicano has gained greatest acceptance among younger Mexican Americans, although it has long been used among older members of this ethnic group. It is also receiving wide currency in the mass media. The term Spanish Surname or Surnamed is used to refer to all persons of Spanish Surname in the United States, except when such persons are referred to specifically by national origin, i.e., Mexican American, Puerto Rican, Cuban, and others, or of persons of Spanish Surname within the Southwest when the term is used by secondary sources.

2/ The Southwest refers to the States of Arizona, California, Colorado, New Mexico, and Texas.

3/ The Civil Rights Act of 1957 creating the Commission allowed it to appoint Advisory Committees in each State to assist it in factfinding.

meetings in Los Angeles, California; Clovis, New Mexico; Corpus Christi and Rio Grande City, Texas, the Commission heard allegations that substantial disparities existed between the educational opportunities provided to Mexican American children and those provided to Anglo children. 4/ Furthermore, many Chicanos felt that the schools were not properly prepared to educate their children and that the schools and governing authorities were doing little to change this situation.

A number of studies had been conducted concerning the education of Mexican Americans. However, hard facts concerning most aspects of their schooling were extremely limited and were not collected in a central location. Much of the previous research had been confined to single issues, such as the effects of the "language problem" on the school achievement of the Chicano child or a comparison of reading scores between Mexican American and Anglo students. In addition, most of these works were derived from studies of specific geographical areas and were often confined to the population of single schools or districts. 5/

4/ The term Anglo refers to white persons who are not Mexican American or members of other Spanish surname groups. This term is widely used by various ethnic groups throughout the Southwest.

5/ One of the most significant studies which has looked at the effect of the school and its conditions and practices on the performance of the Mexican American child is: Equality of Educational Opportunity, Coleman, James S. et. al., U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C. 1966. Although the study focused primarily on the education of blacks, it provided useful background material for the Mexican American Education Study.

Plan of the Study

To define the most important areas of its research, Commission staff reviewed information presented at its public hearings (particularly those presented at a hearing in San Antonio, Texas in December 1968), carefully surveyed the available literature, and conferred with many educators and scholars knowledgeable about the problems of Mexican Americans.

The final study design focused on three broad areas of inquiry: 1) conditions in the schools attended by Chicanos, 2) educational practices used in these schools, and 3) educational achievement of their Mexican American students.

The study was conducted in three phases. The first phase involved analysis of data from the Fall 1968 Elementary and Secondary School Survey of the Department of Health, Education, and Welfare (HEW) for the five States in the Southwestern United States. 6/ The second phase consisted of a mail survey of 538 districts and 1,166 schools throughout the Southwest, and analysis of the resulting data. In the third phase, a field study, Commission staff conducted in-person interviews with principals and counselors in a sample of 52 schools, and systematically observed pupil-teacher interaction in 494 classrooms in these schools. The procedures used in each of these phases will be discussed in detail in the sections that follow.

6/ It is estimated that these States encompass approximately 85 percent of all Mexican American pupils in the country.

Definitions of Ethnic Categories Used

The Commission sought information concerning the ethnic background of various persons associated with the schools, including pupils, teachers, and administrators. Four separate categories of ethnicity were generally used:

1. Spanish Surnamed American

This designation was used, rather than Mexican American in order to insure as close a correspondence between the initial data on ethnic background collected by HEW in the Fall 1968 survey and subsequent data obtained in the Commission's mail survey in 1969. In the mail survey respondents were requested to classify as Spanish Surnamed Americans those "Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American, or other Spanish Speaking origin. This group is often referred to as Mexican American, Spanish American, or Latin American; local usage varies greatly."

It is estimated that more than 95 percent of Spanish Surnamed pupils in the five Southwestern States are Mexican American. 7/ For this reason, the terms Spanish Surnamed American and Mexican American

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7/ This percentage was derived from a 1960 census count of persons of Spanish Surname who were born in Mexico (rather than Puerto Rico or another Latin American country) or who are native born of Mexican parentage. See U.S. Census of Population Special Reports, Persons of Spanish Surname.

are used interchangeably in publications and other Commission reports of the Mexican American Education Study. 8/

2. Negro

The definition given to the respondents was "Persons considered in school or community to be of Negroid or black African origin."

3. Anglo

The term Anglo was used for nonminority white persons. It was defined in the Commission's questionnaire as "white persons not usually considered in school or community to be members of any of the above /Spanish Surnamed American, Negro/ ethnic or racial categories." 9/

4. Other

This category was for all other persons who were members of minority groups. The two principal groups which were covered by this classification were Orientals and American Indians. Although the HEW Fall 1968 survey listed these categories separately, one combined category was used in the Commission's mail survey to avoid burdening respondents with the task of enumerating two groups, whose numbers were usually too small to permit reliable generalizations.

8/ In the field where interviews were conducted the term Mexican American was used throughout.

9/ The term Anglo was not used by HEW. However, information for this group can be calculated from HEW figures by subtracting minority group persons (Spanish Surnamed Americans, Negroes, American Indians, and Orientals) from the total population.

The definitions provided to the respondents was "Persons considered as 'non-Anglo' and who are not classifiable as Spanish Surnamed American or Negro. Include as 'other' such persons as Orientals or American Indians."

Publications

In order to make information from the study available to the public as quickly as possible, the Commission decided to release major findings through a series of reports, rather than in a single large document at the conclusion of the study. To date, three reports have been completed. The first report, The Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest, was published in April 1971. The second report, The Unfinished Education, released in December 1971 deals with the educational outcomes for Chicano students and the third report, The Forgotten Student, (to be released soon) discusses the exclusion of the language and culture of Chicano students from the public schools.

Subsequent reports will deal with such subjects as school finances, teacher-pupil interaction in the classroom, ability grouping and tracking practices, and the relationships between various school practices and the outcomes of education for Mexican Americans.

When the Commission has completed its publication program for this study, it will make its data tapes available to universities and other organizations for use by interested scholars and researchers. Data will also be available on cards and printouts of tabulations.

PHASE I: THE COMMISSION'S ANALYSIS OF HEW FALL 1968 ELEMENTARY AND SECONDARY SCHOOL SURVEY

Focus

The Commission's analyses began with an examination of the 1968 HEW data in order to determine the location of Chicano pupils and school personnel in the Southwest and to assess the extent of ethnic isolation in the region's school districts and individual schools. The HEW data was at that time the only source of information on the ethnic composition of school districts and individual school enrollments.

Since 1967, the Office for Civil Rights at the Department of Health, Education, and Welfare under Title VI of the Civil Rights Act of 1964, has collected data yearly on the ethnic background of pupils and personnel in schools and school districts across the United States. The 1967 survey enumerated only black, white, and other pupils and personnel. In 1968, the ethnic count was modified to include Spanish Surnamed Americans, American Indians, and Orientals.

Sampling

For the Fall 1968 Survey, HEW drew a sample from all U. S. school districts identified in 1967 by the Census of Governments. The sample was stratified on the basis of size. It included all large school districts /3,000 or more pupils/, excluded very small districts

/300 or less pupils/, 10/ and made a random selection of all other districts. This selection was made in such a manner that the percentage of districts within a given strata increased with the size of the districts in that strata. The purpose of this procedure was to derive information from each strata (except the one containing the smallest districts) while simultaneously assuring that a large percentage of the students in the U.S. school districts would be counted.

In all, HEW surveyed 1,207 of an estimated 1,741 districts in the Southwest with 300 or more pupils.

HEW also surveyed all schools within the sampled districts. This resulted in a sample of districts and schools enrolling more than 40 million of the more than 43 million students in the U.S. public schools.

The geographical scope of the Mexican American Education Study was limited to the five Southwestern States of Arizona, California, Colorado, New Mexico, and Texas. This limitation allowed substantial economics in the conduct of the study, since these States include about 70 percent of all Spanish Surname pupils and approximately 85 percent of all Mexican American pupils in the country.

10/ According to the U. S. Census of Governments, districts with fewer than 300 students constitute close to half/48 percent/of all districts but account for only a small proportion /2 percent/ of all students.

The Commission analyses revealed that the HEW sample included close to 7.7 million of an estimated 8.1 million students in the public school districts of the Southwest with enrollments greater than 300 (See Table 1).

Response to the HEW questionnaire was required by law. Only three of the 1,207 sampled districts in the Southwest did not respond and, thus, could not be included in the Commission's analysis of the HEW data.

Instrumentation

Three questionnaires were used in the HEW Fall 1968 Survey. The first, a school systems report administered at the district level, asked for data on the ethnic background of all pupils and instructional staff in the district. A second questionnaire sent to schools sought information on the pupils and staff for each individual school. The third form, sent only to schools in districts under voluntary plan or court order, requested data on students and staff by grades. (See Appendices A through C for copies of these questionnaires.)

Tabulations and Analysis by the Commission

For its analysis, the Commission cross-tabulated the information from the HEW survey by individual State and by school grade level, ethnic composition of school, and size of district enrollment. These tabulations were made for all districts sampled by HEW in the

TABLE 1. HEW SAMPLE IN DISTRICTS WITH 300 OR MORE PUPILS IN THE FIVE SOUTHWESTERN STATES

	Item Descriptions	Arizona	California	Colorado	New Mexico	Texas	Southwest
Districts	Projected total number	105	725	121	70	720	1,741
	Number in HEW sample	66	511	73	45	509	1,204
	Percent of total included in sample	62.9	70.5	60.3	64.3	70.7	69.2
All Pupils	Projected total number	366,459	4,477,381	519,092	271,040	2,510,358	8,144,330
	Number in HEW sample	329,688	4,284,304	479,489	247,736	2,345,585	7,686,802
	Percent of total included in sample	90.0	95.7	92.4	91.4	93.4	94.4
Spanish Surname pupils	Projected total number	71,748	646,282	71,348	102,994	505,214	1,397,586
	Number in HEW sample	62,568	613,074	63,278	91,414	469,665	1,299,999
	Percent of total included in sample	87.2	94.9	88.7	88.8	93.0	93.0

Southwest and, also, separately for those districts with an enrollment 10 percent or more Mexican American.

Findings from the analysis of the HEW data are contained in Report I: Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest, published by the Commission in April 1971.

PHASE II: COMMISSION MAIL SURVEY

Focus

The Commission's mail survey was designed to provide a broad range of detailed information on Mexican American education in the Southwest. To collect this information, the survey utilized two questionnaires, one sent to school district superintendents, the other to school principals. These instruments asked for data that would answer three basic questions:

1. What current practices in Southwestern schools appear significantly to affect educational opportunities for Mexican Americans?
2. What current conditions in Southwestern schools appear significantly to affect educational opportunities for Mexican Americans?
3. What are the significant relationships between practices and conditions and educational outcomes for Mexican Americans?

Sampling

The sample for the Commission's mail survey was drawn from those school districts in the Southwest which participated in the HEW study and in which 10 percent or more of the pupils enrolled were Mexican American. Limiting the survey by Mexican American enrollment composition was intended to reduce the number of districts surveyed while increasing the proportion of Mexican American students above that which

would have been achieved in a random sample of all districts.

The Fall 1968 HEW Title VI Survey contained the only data available to the Commission which specified the Spanish Surname composition of districts and schools. The Commission sample included the 537 districts responding to HEW by March 1969 in which 10 percent or more of the students were Mexican American. The Los Angeles school district responded to HEW in April 1969 and was immediately included in the Commission sample. 11/ These 538 districts accounted for approximately 94 percent of all districts 10 percent or more Mexican American that were sampled by HEW (See Table 2). Of the 37 districts late in responding, to HEW, 20 were in California and most of the remainder in Texas. (See Appendix D for a listing of all districts that had not responded to HEW when the Commission drew its sample.)

The Commission Mail Survey involved a questionnaire for district superintendents and a questionnaire for school principals. The superintendents' form was sent to all 538 districts. The principals' form was sent only to a sample of schools within these districts. It was felt that the Commission with limited resources in staff and time, could not properly analyze the results of a survey of all schools in these districts.

11/ The Los Angeles school district is by far the largest school district in the Southwest and has the largest Chicano enrollment of any district in the United States. Thus, a special effort was made to include it in the survey. In October 1968 it had 654,000 students of whom 130,500 were Chicano. (See page 17 for a discussion of how schools were sampled in this district.)

TABLE 2. HEW RESPONSE RATE FOR DISTRICTS TEN PERCENT OR MORE MEXICAN AMERICAN WHEN COMMISSION DREW ITS SAMPLE, MARCH 1969

HEW Response	Arizona	California	Colorado	New Mexico	Texas	Total
Number of districts sampled by HEW in which enrollment was ten percent or more Mexican American	45	251	38	40	201	575
Number responding	43	231	35	39	190	538
Percent responding	95.6	92.0	92.1	97.5	94.5	93.6
Total number of all pupils in sampled districts ten percent or more Mexican American	227,974	2,513,458	216,757	227,162	1,161,715	4,347,066
Number of all pupils in responding districts	225,835	2,219,338	208,672	221,863	1,084,474	3,960,182
Percent of all pupils in responding districts	99.1	88.3	96.3	97.7	93.4	91.1
Total number of Mexican American pupils in sampled districts ten percent or more Mexican American	58,469	519,666	50,651	89,836	424,017	1,142,639
Number of Mexican American pupils in responding districts	57,645	466,263	48,903	87,924	402,491	1,063,226
Percent of Mexican American pupils in responding districts	98.6	89.7	96.5	97.9	94.9	93.1

The Commission was also faced with the problem of trying to include substantial numbers of Chicanos in a limited sample of schools. Although restricting the sample to districts where 10 percent or more of the pupils were Mexican American insured inclusion of a higher proportion of Chicanos than is found throughout the entire Southwest, a random sample of schools within these districts would inevitably have contained too many units with no Mexican American pupils. Since Chicanos are concentrated in certain counties and school districts in the Southwest, it was expected that they would also be concentrated in certain schools and that a random sample of schools would produce a large number with few or no Chicanos. Some such schools were needed for purposes of comparison, however, there was agreement that the large majority of schools sampled should contain some Chicanos. 12/ It was also hypothesized that the conditions, practices, and outcomes of schools were likely to be strongly related to their ethnic composition. Therefore, samples of approximately equal numbers of schools were sought from each of four levels of Mexican American enrollment compositions: 0-24.9 percent, 25-49.9 percent, 50-74.9 percent, and 75-100 percent. It was also considered important not to allow the disproportional sampling of districts from size strata affect the sampling of schools.

12/ Even though in all sampled districts at least 10 percent of the enrollment was Mexican American some schools within these districts enrolled no Mexican Americans.

A two-stage procedure was used to adapt the HEW sample to meet the Commission's sampling criteria. First, the Commission removed the disproportional representation of schools in different district size strata in the HEW sample by selecting at random compensating proportions from all schools in each district size strata. Although this process has some limitations, it does allow schools from districts of different sizes to have roughly equal probabilities of being selected in this first stage of the sampling procedures. 13/

First Stage of Sampling of Schools by the Commission

District Size	Percent of the Universe of Districts Sampled by HEW	Percent of HEW Sample of Schools Sampled by The Commission	Percent of Universe Sampled by Commission
3,000 and above	100.0	25.0	25.0
1,200 - 2,999	75.0	33.0	25.0
600 - 1,199	50.0	50.0	25.0
300 - 599	25.0	100.0	25.0

The second stage of the sampling procedure for schools was to classify all schools selected in the first stage according to four quartiles of Mexican American composition of the enrollment. A total of 792 schools were in the first quartile, 335 in the second, 180 in the third, and 163 schools in the fourth category of ethnic composition. Half of the schools in the first category /0-24.9 percent Mexican American/ were selected at random to be sent a principals'

13 / The figures in the last column are slightly overestimated for all district strata because the mail survey started with a sample representing 93.4 percent of the respondents to HEW's original sample of schools in districts with 10 percent or more Mexican American enrollment. Secondly, for the procedure to have resulted in equal percentage samples from the universe of each strata, this response rate would have had to be equal for all strata.

questionnaire. All schools in the other three categories were sent this questionnaire.

Although Los Angeles did not respond to HEW until after the Commission drew its sample, a special effort was made to sample its schools in the same manner as that followed for all other districts. First, 25 percent of the district's schools were selected at random. These schools were then placed in the four ethnic composition categories. One-half of the schools were selected at random from the lowest Mexican American composition category and all were included from the other categories.

School Selection Including Los Angeles

Percent Mexican American Enrollment	Number Selected in First Stage of Sampling	Number Selected in Second Stage of Sampling	Number Selected from Los Angeles District	Total Number Selected*
0-24.9	792	396	53	449
25-49.9	335	335	19	354
50-74.9	180	180	8	188
75-100	163	163	12	175
Total	1,470	1,074	92	1,166

*Number in second stage plus number selected from Los Angeles School District.

Figures I and II summarize the sampling procedures for the two questionnaires. It should be remembered that the sample for the superintendents' questionnaire includes a disproportionately greater number of districts from the larger size strata and correspondingly lesser proportions from smaller size strata. The sample for the principals' questionnaire has a proportionate number of schools from each size strata, but disproportionately low number of schools

Figure I - District Sampling Procedures
For Superintendents Questionnaire

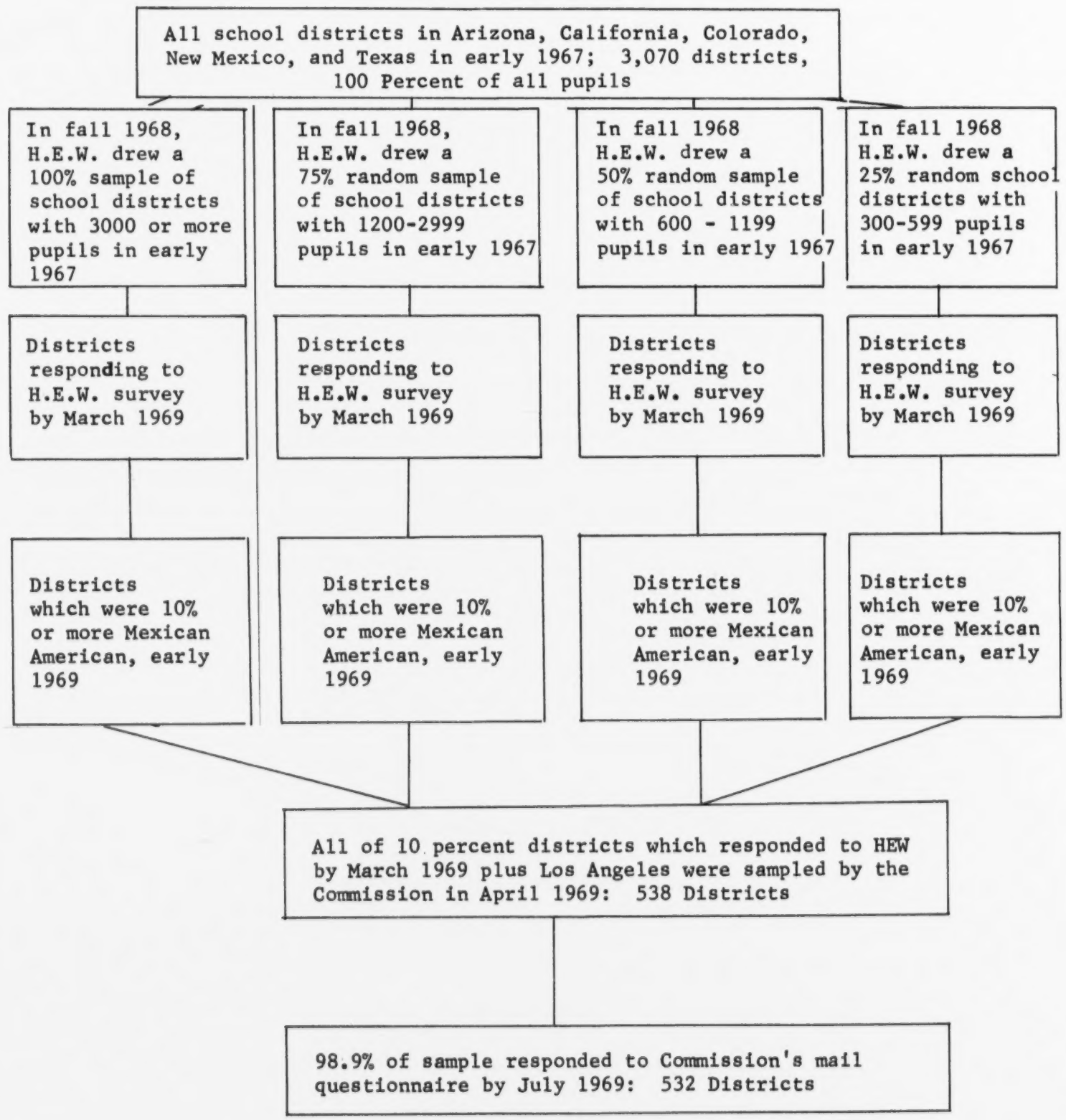
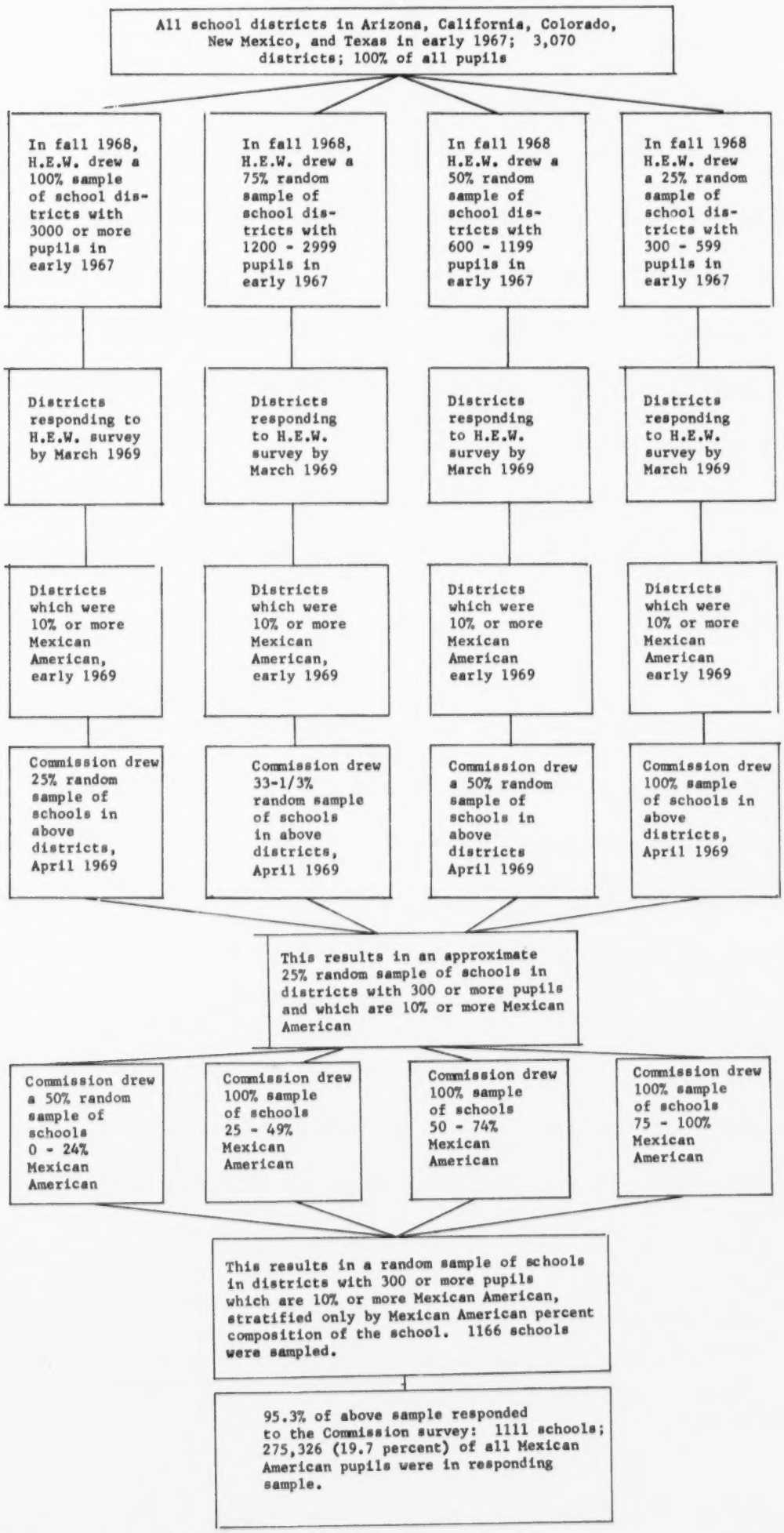

All school districts in Arizona, California, Colorado, New Mexico, and Texas in early 1967; 3,070 districts, 100 Percent of all pupils
In fall 1968, H.E.W. drew a 100% sample of school districts with 3000 or more pupils in early 1967
In fall 1968, H.E.W. drew a 75% random sample of school districts with 1200-2999 pupils in early 1967
In fall 1968 H.E.W. drew a 50% random sample of school districts with 600 - 1199 pupils in early 1967
In fall 1968 H.E.W. drew a 25% random school districts with 300-599 pupils in early 1967
Districts responding to H.E.W. survey by March 1969
Districts responding to H.E.W. survey by March 1969
Districts responding to H.E.W. survey by March 1969
Districts responding to H.E.W. survey by March 1969
Districts which were 10% or more Mexican American, early 1969
Districts which were 10% or more Mexican American, early 1969
Districts which were 10% or more Mexican American, early 1969
Districts which were 10% or more Mexican American, early 1969
All of 10 percent districts which responded to HEW by March 1969 plus Los Angeles were sampled by the Commission in April 1969: 538 Districts
98.9% of sample responded to Commission's mail questionnaire by July 1969: 532 Districts

Figure II - District And School Sampling Procedures
For Principals Questionnaire


All school districts in Arizona, California, Colorado, New Mexico, and Texas in early 1967; 3,070 districts; 100% of all pupils
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Districts responding to H.E.W. survey by March 1969
Districts responding to H.E.W. survey by March 1969
Districts responding to H.E.W. survey by March 1969
Districts responding to H.E.W. survey by March 1969
Districts which were 10% or more Mexican American, early 1969
Districts which were 10% or more Mexican American, early 1969
Districts which were 10% or more Mexican American early 1969
Districts which were 10% or more Mexican American early 1969
Commission drew 25% random sample of schools in above districts, April 1969
Commission drew 33-1/3% random sample of schools in above districts, April 1969
Commission drew a 50% random sample of schools in above districts April 1969
Commission drew 100% sample of schools in above districts, April 1969
This results in an approximate 25% random sample of schools in districts with 300 or more pupils and which are 10% or more Mexican American
Commission drew a 50% random sample of schools 0 - 24% Mexican American
Commission drew 100% sample of schools 25 - 49% Mexican American
Commission drew 100% sample of schools 50 - 74% Mexican American
Commission drew 100% sample of schools 75 - 100% Mexican American
This results in a random sample of schools in districts with 300 or more pupils which are 10% or more Mexican American, stratified only by Mexican American percent composition of the school. 1166 schools were sampled.
95.3% of above sample responded to the Commission survey: 1111 schools; 275,326 (19.7 percent) of all Mexican American pupils were in responding sample.

from the lowest category of Mexican Amrican percent composition of school enrollment.

The sample of districts included about 31 percent of the districts, 49 percent of the schools, 52 percent of the pupils, and 83 percent of the Mexican American pupils in all districts in the Southwest with 300 or more students. The sample of schools included about 8.8 percent of the schools, 12.9 percent of the pupils and 20.7 percent of the Mexican American students in all districts of that region with 300 or more students. Those districts which enroll less than 300 students were excluded from the sampling universe; however, they contain less than 2 percent of all students in the Southwest. 14/

Response Rate

The rate of response to the Commission's questionnaires was extremely high. Approximately 99 precent of the district forms and 95 percent of the school forms were returned to the Commission. The response rates by State for each questionnaire are given in Table 3. There was a 100 percent response for schools and districts in Arizona.

The Houston Independent School District was engaged in desegregation court litigation and refused to respond. This accounts for the low school response rate of Texas schools. The list of non-respondent districts and their enrollments are shown in Table 4.

14/ A listing of all districts and schools included in the Commission survey are available from the Commission upon request.

TABLE 3 - RESPONSE BY DISTRICT AND SCHOOL TO COMMISSION SPRING 1969 SURVEY

Responding Unit	Arizona	California	Colorado	New Mexico	Texas	Total
Number of districts sampled	43	231	35	39	190	538
Number responding	43	229	34	38	188	532
Percent responding	100.0	99.1	97.1	97.4	98.9	98.9
Number of schools sampled	66	524	83	108	385	1,166
Number responding	66	513	79	106	347	1,111
Percent responding	100.0	97.9	95.2	98.1	90.1	95.3

TABLE 4. SCHOOL DISTRICTS WHICH DID NOT RESPOND TO THE COMMISSION'S SURVEY 1969

District	State	Number of Schools	Total Number of Pupils	Number of Mexican American Pupils
Kingsburg	California	3	1,327	478
Lucia Mar	California	15	6,818	1,425
North Conejos	Colorado	5	1,333	787
Silver City	New Mexico	6	3,007	1,426
Houston	Texas	225	246,098	31,780
Edcouch Elsa*	Texas	4	2,644	2,475
Total	---	258	261,227	38,371

* Although this district did not return a completed superintendents' questionnaire to the Commission on Civil Rights, one of the two schools which were surveyed from this district did file a completed return.

Instrumentation

Two questionnaires were developed for use in the mail survey. One was directed to school superintendents and was designed to collect data on district-wide policies and practices which could affect Mexican American students. The second form was directed to principals and sought information on conditions within individual schools.

These forms were based in part on a questionnaire used by the Commission in school districts of the San Antonio metropolitan area during the summer of 1968 in preparation for a public hearing. The San Antonio responses were reviewed by Commission staff and consultants and new forms developed to obtain information at both the district and individual school level.

During January 1969, the new forms were reviewed by numerous educators and social scientists, including persons from the U. S. Office of Education and from school systems and colleges of education in the Southwest. The review included checks for: (1) appropriateness of the structure of questions; (2) potential ambiguity of questions; (3) accessibility of data; (4) availability of comparable data elsewhere; and (5) amount of time needed to complete the questionnaire.

The two questionnaires were pretested in February 1969 in the Garden City School District, Kansas, where slightly more than 10 percent of the enrollment was Chicano. Revisions resulting from this pretest and the expert review were incorporated into a final product which was considered by the Study's Advisory Committee. Both instruments were then submitted for approval to the Bureau of the Budget, a mandatory procedure for this type of Government questionnaire.

The superintendents' questionnaire sought information from school district offices on such items as the ethnic background and education of district professional personnel and school board members, policy concerning the use of Spanish, the use of consultants, and support of in-service training for teachers of Chicano students.

The principals' form focused on such topics as staffing patterns, facilities, ability grouping and tracking patterns, reading achievement levels, and student and community participation in school affairs. (For copies of the superintendents' and principals' information forms, see Appendices E and F.)

To as large an extent as possible, the district and school questionnaires avoided burdening superintendents and principals with requests for information which had already been submitted elsewhere. Thus, financial data for the districts' 1967-1968 school year were collected separately by the Commission staff from State records. It was then recorded on a supplement to the superintendents' questionnaire for processing with other collected data. (See Appendix G for a copy of this form). District and school questionnaires also did not request enrollment data on the racial and ethnic background of pupils since these data were available from the HEW survey.

Data Collection and Verification

In January 1969, Commission staff met with the chief State education official or his designee in each of the five Southwestern States to apprise

him of the purposes and desired procedural arrangements for the mail survey. In every State the chief official expressed his interest in the study and his willingness to cooperate with the Commission. In several cases the chief official also agreed to undertake additional efforts to indicate his support for the study to local administrators.

Questionnaires were mailed during the second week in April 1969, with response requested by May 9, 1969. Both questionnaires were sent to the superintendents who were asked to forward the principals' questionnaires to the schools whose name was prelabelled on the form. Accompanying the questionnaires was a letter from the Staff Director of the Commission explaining the purpose of the survey and inviting respondents to call the Commission if assistance were needed in completing questionnaires. Questionnaires were to be returned directly to the Commission.

Districts which had not returned completed questionnaires by mid-May were contacted by telephone and given any help necessary for completing the forms. The bulk of the questionnaires were received by the end of June 1969. No questionnaires were received after July 1969.

As soon as each questionnaire was received and logged in, it was manually checked item-by-item for nonresponses and inconsistent information and then prepared for keypunching. Validation procedures consisted of several types of checks. For example: 1. Were all "key

questions" 15/ answered? ("Key questions" were those for which a high response rate was regarded essential to the success of the study.) 2. Was the questionnaire internally consistent? e.g. Was the total number of teachers the same as the sum of the number of teachers of each ethnic group? 3. Were the answers logical? e.g., Is a library with 300 volumes plausible in a school of 3,000 pupils? Was more than one option checked on a forced choice question?

Staff made corrections and changes on questionnaires only in instances where the necessary information was available. In the case of questionnaires where the response to key questions was missing or problematic, staff members contacted the principals and superintendents for further data. It is estimated that a minimum of 2,000 phone calls were made because of inconsistent answers and nonresponses. Many districts and schools were contacted more than once. Eight members of the staff devoted the majority of their time to this project for 10 weeks.

A complete check was made for keypunching errors. First, data in the master file printout was compared with the original questionnaire. Following this step, a computer edit provided a listing of nonresponses and errors in the data which were not corrected by manual checks. If errors were listed for "key questions", respondents

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15/ These questions are identified in Appendix H, an assessment of the quality of data in the mail survey.

were called to correct the deficiency. No attempt was made to obtain answers for responses on other questions and incorrect data were deleted unless the respondent was to be contacted to correct deficiencies on "key questions."

This final process involving computer edits and callbacks was repeated five times. Each time a complete check was made on all data for schools and districts for which errors were listed in one or more questions. Appendix H contains the staff's assessment of the quality of the data obtained on each question in the two questionnaires.

Tabulations

Tabulations of data from the two questionnaires were based on the crossing of several factors. The superintendents' data were tabulated by three or four factors:

1. State in which the school district is located.

    a) Arizona
    b) California
    c) Colorado
    d) New Mexico
    e) Texas

2. Size of enrollment.

    a) 3,000 or more students
    b) 1,200 - 2,999
    c) 600 - 1,199
    d) 300 - 599

3. Mexican American proportion of total district enrollment divided into quartiles of the distribution for all sampled districts.

    a) 10.0 - 23.3 percent
    b) 23.4 - 36.7 percent
    c) 36.8 - 49.9 percent
    d) 50.0 - 100 percnet

4. District grade levels served within the district. 16/

   a) Comprehensive: districts in which all schools combined house at least one of each grade from one to 12.

   b) Elementary: districts which have no school which houses a grade higher than 8.

   c) Secondary: all other districts

The principals' data were tabulated initially by five factors;

1. State in which the school is located:

   a) Arizona
   b) California
   c) Colorado
   d) New Mexico
   e) Texas

2. Mexican American proportion of school enrollment:

   a) 0-24.9 percent
   b) 25-49.9 percent
   c) 50-74.9 percent
   d) 75-100 percent

3. Non Mexican American ethnic composition: The majority of non Mexican American students in the school were designated as either:

   a) Anglo
   b) Minority (black and "Other")

4. School Grade Level: In order to reduce the number of cells which could be used in the cross tabulations, school levels were limited to only two categories, elementary and secondary. Some degree of compromise was necessary since all schools do not fall readily into those two categories (for example, schools which house grades K-12, or

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16/ Only financial data were tabulated by district grade level.

4-9, or 7-8). The definitions were:

a) Secondary School: any school which houses grades grades 9, 10, 11, or 12:

b) Elementary School: all other schools, i.e., any school which does not have grades 9, 10, 11, or 12. Junior high schools were then sometimes classified as secondary (if they housed grades 7-9) and sometimes as elementary (if they housed grades 7-8). A school housing grades 1-12 was classified as secondary while a school housing grades 1-8 was classified as elementary.

5. Socioeconomic status (SES) of school: Indicated by the percent of all pupils who come from families in which the highest educational attainment levels of the "heads of household" is the eighth grade or less.

This information was calculated from estimates by the principals of the proportion of pupils in each ethnic group who fell into this category. After the percent of total pupils in this category was calculated, a frequency distribution of the results was constructed.

Each individual school was then ranked according to the proportion of its pupils whose parents had less than an eighth grade education and the entire distribution was divided into four quartiles. Thus, the bottom SES quartile contains the schools that have the highest incidence of parents with an eighth grade education or less. Conversely, the highest SES quartile contains those schools with the lowest proportion of parents with an eighth grade education or less. One quartile of the schools fell into each of the following categories:

Percent of Pupils Whose Parents Have An Eighth Grade Education Or Less	Label
0 - 5.3	High
5.4 - 15.4	Middle High
15.4 - 35.7	Middle Low
35.8 - 100.0	Low

However, in most analyses the two middle quartiles have been merged to make a single medium SES category. Only 24 schools were unclassifiable, and this was because the principals failed to supply sufficient information.

PHASE III: THE FIELD STUDY

Focus

The Commission's field study was designed to collect data on physical, administrative, instructional, social, and emotional aspects of the school environment which could not be collected by mail. It was also intended to provide additional information on some elements of school conditions and practices which appeared to be of great significance as a result of analysis of the mail survey data.

Sampling

The field study data collection procedures were expected to be considerably more elaborate and costly than those of the mail survey. Consequently, the field study was limited to the States of California, New Mexico, and Texas, where about 90 percent of all Mexican American pupils in the Southwest attend public schools. Within each State one geographic area was selected which encompassed rural, urban, and suburban schools and had a substantial Mexican American enrollment. 17/

The areas finally selected were:

1. Texas: the metropolitan areas of Corpus Christi and San Antonio and the area between these two population centers;

2. California: Santa Clara County, including the city of San Jose.

17/ Under ideal conditions, the Commission would have made a random sample of schools throughout the Southwest for the field study. To use existing limited resources most effectively, it was deliberately decided to select certain geographic areas with substantial Mexican American enrollment.

3. New Mexico: The Albuquerque area and the southern part of the State.

All schools in these three geographical areas which were (1) covered by HEW's 1968 survey and (2) located in districts where the enrollment was 10 percent or more Mexican American were taken as the preliminary sampling base.

Some schools were then eliminated because they were known to be atypical of those attended by most Mexican Americans. These schools included those located in districts exclusively serving military installations /found only in Texas/, and those in which the number of minority school children other than Mexican Americans -- i.e., blacks, American Indians, and Orientals--exceeded the number of Anglo children. 18/

Also deleted were those schools in districts recently investigated, or to be investigated in the near future, by a Federal civil rights agency, or located in districts under court order to correct civil rights violations. 19/ This deletion was made in order to gather information on the school environment under circumstances as close to normal as possible. Administrative and instructional

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18/ In about 10 percent of the schools throughout the Southwest minority pupils other than Chicanos exceed the number of Anglo pupils. Most of these schools have a heavy black enrollment although some in New Mexico also have a large number of American Indians.

19/ There were 194 such schools known to the Commission, all of which were in Texas.

staff in these schools would very likely have been apprehensive about further civil rights activities in their schools and their statements and actions probably would have reflected this concern.

Finally, schools not housing grades 4, 8, 10, or 12 were excluded, since data collection procedures prescribed visits to classes at these grade levels. For the remaining schools, minimum enrollment size limitations were established to assure collection of data for a number of students and classrooms adequate for data analysis. Thus, schools not meeting the following minimum enrollment size limitations were deleted from the sample listing:

> Schools housing grade 4: a total enrollment of not less than 200 students (counting students at all grade levels)
>
> Schools housing grade 8: a total enrollment of not less than 500 students
>
> Schools housing grades 10 and/or 12: a total enrollment of not less than 700 students.
>
> Some schools housed more than one of the four grades; in such instances the schools were listed for each of the appropriate grades housed. If a school met size standards for only one of the grades (e.g., four), it remained in the sample listing of schools for the one grade, but not for the others.

The 430 schools remaining from the preliminary sampling base constituted the sampling universe. The schools were stratified by three crossed factors: (1) State (New Mexico, California, and Texas), (2) grade housed (4, 8, 10, and 12), and (3) Mexican American enrollment reported in the HEW 1968 survey. (0-24.9 percent, 25-49.9 percent and 50-100 percent).

Schools were then selected at random from each of the resulting 36 sub-strata. One school was selected from each sub-strata for

New Mexico, and two schools from each sub-strata for California and Texas respectively. Some schools listed in two different grade level strata were selected at random from each of the two strata. All were high schools. As a result, 10 different schools were selected from New Mexico, 22 from California, and 20 from Texas. Flow charts of the sampling procedure are included in Figures III, IV, and V.

It should be noted that the sampling procedure for the field study did not insure that all schools in the field study had been in the mail survey. Though the field study sample was drawn from a sub-set of the sampling universe for the mail survey, the two samples were drawn independently. Only 12 of the 52 schools in the field study were also included in the mail survey.

Commission staff observed only 4th, 8th, 10th and 12th grade classes, but not all these classes were visited in each school. An attempt was made to limit the sample to English language arts classes only. However, in schools which had an ungraded English program 20 / or which did not require students to take English at the grade level to be sampled, social studies classes were generally substituted. The choice of social studies classes in these cases depended upon: 1) the proportion of the students who took English,

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20 / An ungraded English program is one in which individual classes have no standard grade designation. Classes are likely to contain pupils of different ages who frequently are identified according to level of performance in English language arts rather than grade or age level.

FIGURE III - SCHOOL SAMPLE LISTING, NEW MEXICO

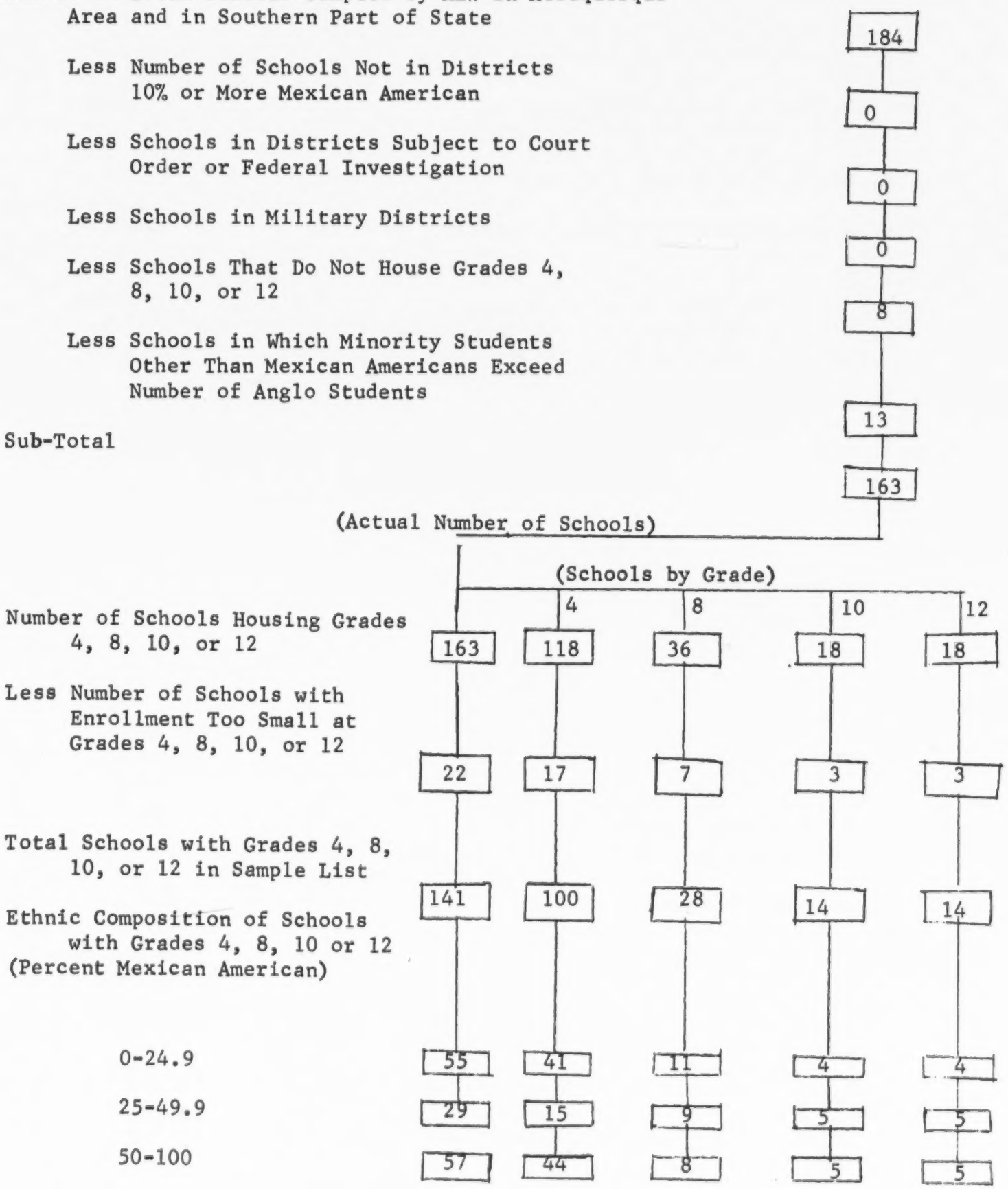


Figure IV - SCHOOL SAMPLE LISTING, CALIFORNIA

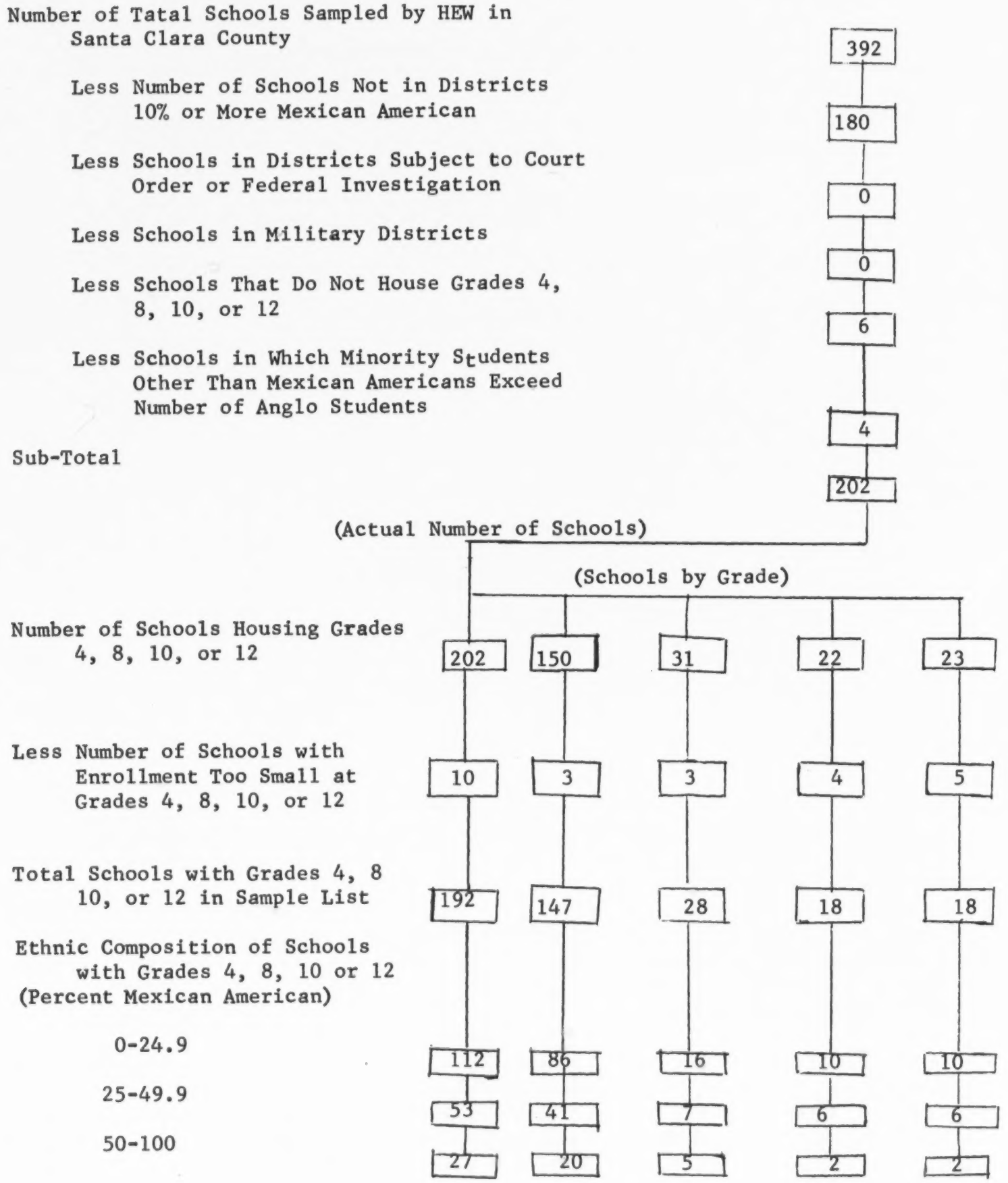
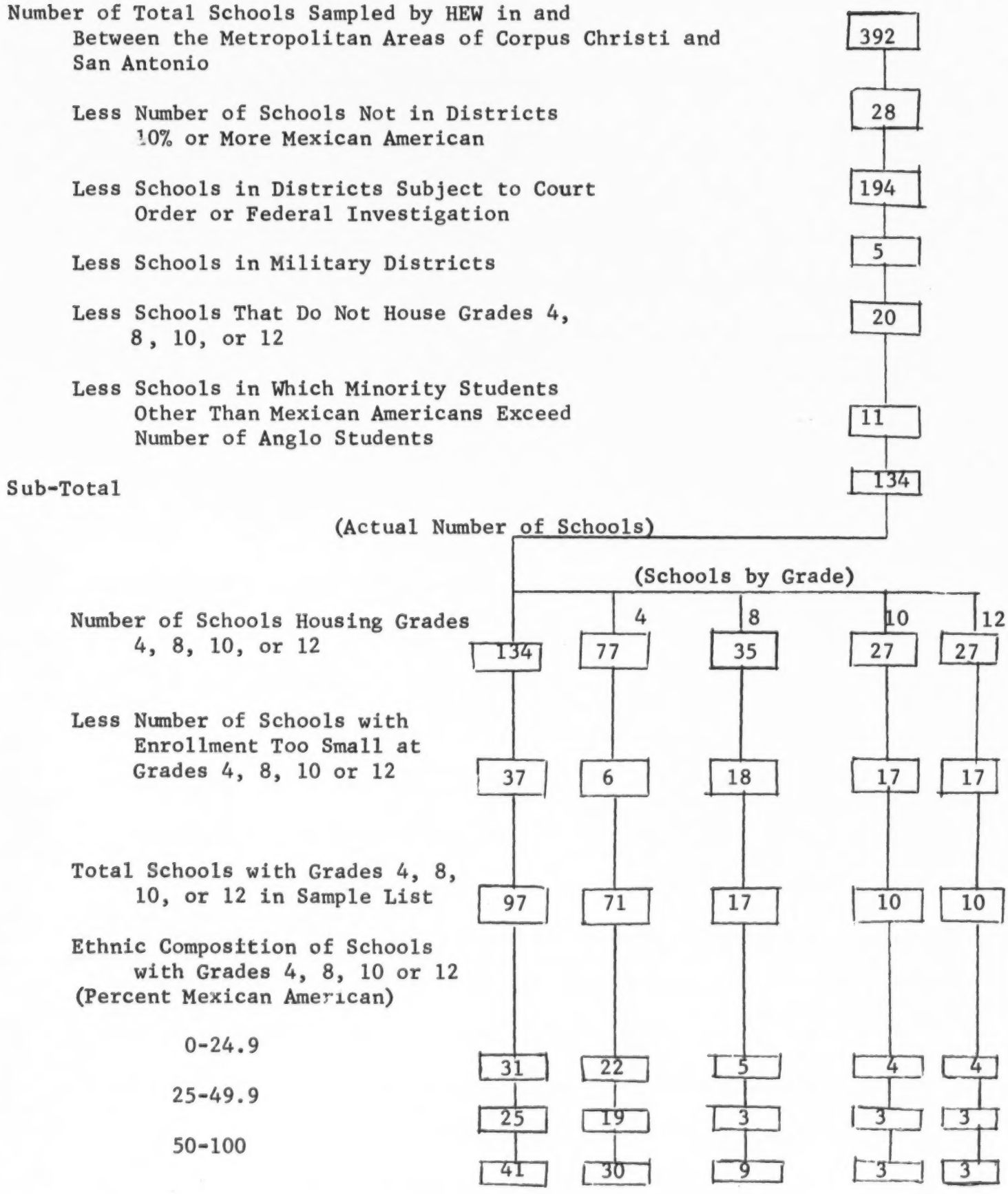


FIGURE V - SCHOOL SAMPLE LISTING, TEXAS



although it was not required; 2) whether the school administration could identify a sufficient number of English classes whose enrollment was predominantly of children at the grade level to be sampled; and 3) whether the organization of the social studies program lent itself to obtaining a significantly more representative sample of the student body at the appropriate grade level. Approximately five percent of the classes visited were social studies classes. Almost all of these were in California schools where about 10 percent of the classroom sample were comprised of social studies classes.

All fourth grade and all eighth grade English or social studies classes in elementary and intermediate schools were visited. In high schools at least half of the 10th and/or 12th grade English or social studies classes were sampled. In high schools which practice some form of homogeneous ability grouping, the sample design called for a random selection of at least half of the classes at each ability level. However, it was found that most schools had few high or low ability and many middle ability level classes. Consequently, nearly all high and low ability level classes were included in the sample, and about half of the middle ability level classes were selected. Provisions were made to observe each teacher with at least one eligible class. As a result of the above sampling procedures, some teachers were observed more than once.

A total of 494 classrooms (80 in New Mexico, 198 in California, and 216 in Texas) were observed by Commission staff. Of these, data for 429 classes are available for analysis, including 70 in New Mexico, 171 in California, and 188 in Texas. Classes were eliminated if:

(1) most children were at a grade level other than 4, 8, 10, or 12; (2) a subject other than English language arts or social studies was taught; or (3) insufficient data were collected for analyses.

Instrumentation

Six instruments were developed for use in the field study. These included: an interview schedule for principals; an interview schedule for counselors; a school protocol form, a classroom protocol form, and two forms for recording verbal and nonverbal pupil-teacher interaction in the classroom 21/. (Copies of these instruments are exhibited in Appendix I.)

The six instruments were pretested in September 1970 in two schools in the Pecos Independent School District, Reeves County, Texas, an area that is predominantly Mexican American, and in two schools in San Diego, California. Revisions in format resulting from these pretests were incorporated into the final product. The pretest showed that all information sought was readily available at the school level.

The Principals' Interview Schedule contained questions relative to:

1. Criteria for placement in special programs, including remedial reading, English as a second language, bilingual education, and classes

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21/ These instruments were developed by Dr. Monroe K. Rowland, Professor of Education at San Diego State College. After the completion of field work, sampled schools were mailed a short questionnaire requesting data on estimated annual income and educational attainment level of the head of the household for families whose children are enrolled in the school. This questionnaire was devised by Commission staff.

for the gifted or the educable mentally retarded;

2. Criteria for homogeneous ability grouping;

3. Requirements for participation in extracurricular activities;

4. Costs to students to participate in the instructional program or in school activities;

5. The involvement of students and parents in establishing school policies and practices;

6. Rules and guidelines for student behavior and dress;

7. Suspension and expulsion of students.

Principals were asked their opinions on why they felt: (1) Mexican Americans read less well than their Anglo peers; (2) Mexican Americans leave school early; and (3) Mexican American parents do not come to school or participate in school affairs as much as Anglos. In addition, interviewers also sought the principals' point of view on the use of intelligence tests with Mexican Americans.

The Counselors' Interview Schedule was used to record information furnished by the counselors on the last 10 parents with whom they had conferred and the last 10 students they had counseled. Counselors were asked to give the reason for the conference and the ethnic background of the student or parent.

The School Protocol Form itemized several types of data to be collected at each school. They included: condition of the exterior of the building; materials used to surface the playground; ethnic composition of enrollment in special programs; the most recent figures on the ethnic composition of the total school enrollment; and the number of

absences according to the ethnic background of the students.

The Classroom Protocol Form was used to record information on teacher characteristics, seating practices, ethnic composition of the class, condition of the classroom, and use of equipment.

The two methods for recording pupil-teacher interaction were modifications of the Flanders Interaction Analysis and the Observation Schedule and Record. 22/

The Flanders is a system for describing, recording, and analyzing classroom behavior and is widely used in education research. It includes 10 categories of behavior. Seven are assigned to different types of teacher talk, two to student talk, and the 10th category classifies pauses, short periods of silence, and talk that is confusing. (The categories are described in Table 5). These categories are identified only by numbers on the form used by the observers so that teachers and students will not be able to ascertain the nature of the observers' activity.

Two modifications of the Flanders system were made for the Commission's study. They were:

1. To record the ethnic background of the student who was talking or with whom the teacher was interacting. Provision was made for marking whether each communication event involved an individual Mexican American, Anglo, black, a student of another ethnic background, or part or all of

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22/ The Flanders Interaction Analysis was devised by Dr. Ned Flanders in 1960, and the Observations Schedule and Record was developed by Dr. Donald M. Medley and Dr. Harold E. Mitzel in 1955.

Table 5. THE FLANDERS CATEGORIES

TEACHER TALK	INDIRECT INFLUENCE	1. ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included. 2. PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying, "um hm" or "go on" are included. 3. ACCEPTS OR USES IDEAS OF STUDENT: clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to category five. 4. ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.
	DIRECT INFLUENCE	5. LECTURING: giving facts or opinions about content or procedure; expressing his own ideas, asking rhetorical questions. 6. GIVING DIRECTIONS: directions, commands, or orders to which a student is expected to comply. 7. CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
STUDENT TALK		8. STUDENT TALK--RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement. 9. STUDENT TALK--INITIATION: talk by students which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
		10. SILENCE OR CONFUSION: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

the class. 23 /

2. To add an additional category of teacher behavior, that of speaking Spanish. This category was used whenever the teacher made what appeared to be a complete statement (or more) in the Spanish language. It was not used for single words or short phrases. No attempt was made to code communication which took place in Spanish in any of the other categories. 24 /

The Observation Schedule and Record (OScAR-2) is designed to record both verbal and nonverbal behavior of teachers and pupils. Ten different groups of categories are possible:

1. Teacher-pupil, pupil-teacher interaction;
2. Teacher-pupil interaction;
3. Teacher action;
4. Pupil action;
5. Pupil-pupil interaction;
6. Pupil misbehavior;
7. Social and administrative grouping;

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23 / Commission staff members used their own judgment in determining the ethnic background of students during the observation. At the end of the class period, teachers were asked to identify students by their ethnic background. If a teacher had interacted with a student whose ethnic background had been incorrectly identified by the observer, corrections were made on the observers' records if possible.

24 / Spanish was seldom used. The data for this category were not entered on the tape record and are not included in analysis.

8. Instructional materials used;

9. Overt signs of strong emotion or feeling;

10. Verbal and nonverbal teacher behavior (identified as the K section). Individual items in each section are deliberately made obscure on the record form to make it difficult for teachers and students to understand the purpose of the record. 25/

These 10 categories can be converted into three scales:

1. Emotional climate: refers to external manifestations of warmth and friendliness or hostility;

2. Verbal emphasis: indicates the degree to which verbal activities predominate.

3. Social organization: refers to the amount of social grouping and pupil autonomy in a class.

The OScAR form was also modified by the Commission to permit coding of student ethnic background on items for which this information was meaningful. Student ethnicity was coded as Mexican American, Anglo, or Other. The Other category was used for individual pupils of any ethnic group but Mexican American or Anglo, and for behavior involving the whole class or a part of it..

Data Collection

Data collection was carried out by interview and by observation.

25/ The OScAR record form is shown in Appendix I. The full list of items follows.

Each staff member was assigned one of these functions. Interviewers were responsible for talking with all principals and counselors, as well as obtaining information called for on the School Protocol Form. 26/ Observers conducted the classroom observations, using the Flanders Interaction Analysis and the OScAR, and completed the Classroom Protocol Form.

Four days of training were given to field study staff in mid-October 1970 in San Diego, California. Interviewers were trained through roleplaying as well as in actual interviews with principals and counselors in a sample of schools in the San Diego Metropolitan Area. Performance was evaluated by the trainer.

A standard Flanders training tape of verbal interaction in classrooms and a video tape of actual classrooms being conducted in the San Diego area were used at the beginning of training of observers. Subsequently, trainees observed classrooms in a sample of schools in the San Diego area.

During the training of observers, the instructor, Dr. James Retson, recorded observations simultaneously with the trainees. 27 / Periodically, the reliability of each trainee's observation on the Flanders and the "K" section of the OSCAR, was checked to

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26 / Interviewers were also responsible for apprising district superintendents and school principals of the purposes of the field study and of the activities that would be carried out during the school visit. In addition, they scheduled the work of the remainder of the staff.

27 / Dr. Retson is a Professor of Education at San Diego State College on leave to the San Diego County Department of Education as a research and evaluation specialist at the County Supplementary Education Center.

determine the degree to which the two simultaneous observations were in agreement. From the outset, the goal of training observers was to bring their observations to a consistent level of reliability of no less than .80 on Scott's Pi Coefficient. 28 / At the completion of training, all observers had attained this minimum level of reliability. Most were even achieving levels of reliability of .90 or greater.

The field study began in October 1970 immediately after the completion of training. During the last week of October and the first week of November, 10 schools were visited in New Mexico. From mid-November to mid-December 1970, 22 schools were sampled in California. Visits were made to 20 schools in Texas from the latter part of January 1971 to the last half of February 1971.

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28 / Scott's Pi Coefficient is determined by two formulae. The first is $\pi = \frac{Po-Pe}{1-Pe}$. Po is the proportion of agreement, and Pe is the proportion of agreement expected by chance. Pe is found by squaring the proportion of tallies in each of the ten categories and summing these over all the categories. In other words, $Pe = \sum_{i=1}^{k} Pi^2$. In this second formula, there are k categories, and Pi is the proportion of tallies falling into each category. In the first formula π can be expressed as the amount that two observers exceed chance agreement divided by the amount that perfect agreement exceeds chance. In less technical terms, the value of π is roughly equal to the value of Po. For example, if π = .80, the proportion of agreement between two observations is about 80 percent.

Before any schools were visited, a Commission representative met with the district superintendent to explain the purpose of the field study and the types of data sought and to obtain his permission to visit schools in his district. School principals were then apprised of the data sought in the field study. In addition, information necessary to scheduling classroom visits for the observers was collected, and an acceptable date for the field study visit was agreed upon. 29 / Observations and interviews were completed in each school almost always during a single day.

No superintendent or principal declined participation in the field study. In addition, no school staff person refused to be interviewed, to provide data requested, or to allow observers to visit classrooms.

Data Collection on Individual Instruments

In nearly all schools the principal was able to provide full information asked for on the principals' Interview Schedule. On some items, however, the principals contacted other school staff to verify information or referred the interviewer to another individual who was better able to answer the question accurately.

At schools that provide counseling services, all counselors were interviewed regarding the last 10 parents with whom they had

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29 / Generally, the Commission representative attempted to schedule school visits 2 days in advance so the principal could give sufficient notice to his staff. This deadline was not always met and visits to a few schools were scheduled the day before the arrival of the field study team.

had contact and the last 10 students they had counseled. Counselors' record-keeping systems vary greatly. Some had difficulty recalling the last 10 parents and students they had seen, and several stated they were unsure that the information they gave was for the last 10 persons they had seen.

On the School Protocol Form the most time-consuming activity was collecting data on the number of absences by ethnic group. In about two-thirds of the schools, Commission staff members compiled the information themselves from school lists of absences or from admittance slips for those who had been absent. Mexican Americans were identified by Spanish Surname. If the school had any American Indian or Black students, school officials were asked to identify students of those two ethnic groups who appeared on the absence lists. Other data called for on the School Protocol Form were obtained by visual observation.

Information on the Classroom Protocol Form was obtained either by questioning the teacher or by observation. Data on the teachers' education, in-service training relative to Mexican Americans, seating practices, and teacher perception of each student's ethnic background were acquired by querying the teacher. All other data were derived from observation.

In classroom observation, an effort was made to avoid scheduling the same person to observe more than one class taught by the same teacher. Also, no observer was assigned a disproportionate number of classes of a given ability level.

The Flanders system, initially designed by Dr. Flanders to tally every 3 seconds the category that best describes the verbal interaction taking place, more recently has been used also to code the sequence of the interactions. 30/ At the time the field study was being planned, there was no known research which had used the Flanders system with modification for coding the ethnic background of the student involved in each interaction. It was thought that simultaneous coding of the sequence of interaction and the ethnic background of students would be difficult and result in low reliability. Consequently, the data were not coded sequentially. 31/

In this study the coding period for the Flanders was 10 minutes. Observations were timed with a stopwatch. When coding the Flanders, if no two-way communication occurred and was not likely to occur the observer stopped, made a note of the amount of time in which observations were made, and noted the reasons two-way communication did not occur or ceased. If teacher-pupil interaction resumed, the observer continued his observations until a total of 10 minutes of observation were made. If it appeared that there were going to be less than 10 minutes of verbal teacher-pupil interaction during the class period,

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30/ For example, observers record not only how frequently the teacher praises or encourages a student but also what behavior is manifested prior to and following the moment the teacher praises a student.

31/ After field work was completed, one staff member experimented with coding sequentially while coding student ethnic background and reported it did not seem particularly difficult. Future researchers should consider such coding.

the teacher was requested to interact for a while with the students, but some teachers ignored this request. 32 /

Observers spent one-half hour using the OScAR. The half-hour was divided into six 5 minute periods. During the first, third, and fifth periods the observer was concerned with everything on the record form except the K section. During each of these periods he checked those behavior variables that occurred at least once; he did not tally the number of times they occurred. During the second, fourth, and sixth periods, the observer tallied the number of times behaviors listed in the K section occurred. This section focused on teacher verbal behavior similar to those of categories in the Flanders system. However, coding for the K section of the OScAR differed from that for the Flanders system. On the Flanders, the observer coded behavior at three second intervals; on the K section he tallied a code each time behavior changed.

Above and beyond the information gathered with formal field instruments, several types of supplementary data were obtained. These included written reports from school or district personnel giving estimates of the income and educational attainment level of parents whose children attend the school and reports by Commission staff members of what they considered to be significant incidents

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32 / Although it may be significant that no two-way communication occurs in the classroom at times, the purpose of the Commission research was to determine if there is differential treatment of Mexican American pupils when teachers are interacting with students. The data for those classes in which the teacher avoided interacting with the students were subsequently dropped from the analyses.

occurring at the schools. Significant incidents were broadly defined as any action, statement, condition, or practice which Commission staff observed, or were told of, which, in their opinion, characterized the school environment and was significant in terms of the education of Mexican Americans at each school. Considerable freedom was allowed in deciding what constituted a significant incident and in reporting the nature of the incident since significant incident reports were not intended to be part of the more scientific data collection procedures. The purpose of these reports was to provide human interest material and insights into what happens on a personal basis at school.

After the field survey was completed, questionnaires were mailed to district superintendents to collect supplementary data regarding the annual income and educational attainment of the families of students attending schools visited in the field study. (A copy of this brief questionnaire is exhibited in Appendix J.)

The data requested on socioeconomic status were similar to that collected in the mail survey in order to permit analysis of data by socioeconomic status in a manner similar to that of mail survey data. The superintendents were asked to forward the questionnaire to the individual at either the district or school level who was sufficiently familiar with available records and statistics and with the area served by the schools sampled in the field study to make estimates of the status of the parents of students enrolled. It was suggested that school officials consider such factors as types of business in which most parents are employed, the capacity

in which they are employed, the nature of housing, and the material wealth of students as exhibited in personal appearance, need for part-time employment, and participation in school programs for the needy. All schools that were visited in the field study completed the questionnaire.

Reliability of Data

At the beginning of data collection in each State, reliability of observations on the Flanders and the K section of the OScAR were checked by Dr. Retson, who trained the observers. A level of π =.80 or greater on Scott's Pi Coefficient was established as a measure of acceptable reliability. All observations met this criterion except one in a class in which Dr. Retson considered interaction exceptionally difficult to code. Despite the fact that observers were up to criterion, they were given feedback each time about improvements needed.

Nevertheless, there are some possible biases in the Flanders and OScAR data. Of the five observers one was black, two were Mexican American, one was Spanish American, and one was Anglo. The perceptions of the ethnic background of the observers by teachers and students may have affected classroom interaction even though the reliability of observation was high. An effort was made to detect such effects in analysis of the data.

Regardless of the observers' ethnic background, one other element may have had some effect on the teachers' behavior. All principals had sufficient time to inform their teachers that persons who would be visiting their classrooms were employees of the

U.S. Commission on Civil Rights and that these people were gathering data on teacher-pupil interaction in conjunction with a study of equal educational opportunities of Mexican Americans in tne Southwest. Although the schools were told that the purpose of the classroom observations was not to evaluate the performance of individual teachers and that individual teachers would not be identified in any public report, many teachers in a variety of ways showed concern regarding Commission activities. No attempt has been made to determine if and to what degree teacher behavior may have been affected by their knowledge that observers were civil rights employees. If data analysis shows differential treatment of Mexican Americans, it will very probably be a conservative picture of the extent of differential treatment afforded Mexican American students in the classroom.

Although there were very few non-responses to any items on other instruments used in the field study, some of the data, especially from certain items in the Principals Interview Schedule and the Classroom Protocol Form, yielded little significant information due to the nature of the question. In addition, reliability of responses to some items may be poor. The quality of the data from all the field study instruments is discussed in detail in Appendix K.

Tabulations

Tabulations for the data from the Principals and Counselors Interview Schedules, and from the School Protocol Form are being tabulated by combinations of the following factors:

1. State

   a. California
   b. New Mexico
   c. Texas

2. Grade

   a. 4th (elementary school)
      8th (intermediate school)
      10th (secondary schools)
      12th

3. Percent Mexican American enrollment (school year 1970-71)

   a. 0-24.9 percent
   b. 25.0-49.9 percent
   c. 50.0-100 percent

Although schools were sampled according to their Fall 1968 Mexican American Enrollment, for the purposes of data analysis the schools were being stratified according to the Fall 1970 ethnic composition. The 1970 data were collected during the field study. In some cases the proportion of Mexican Americans in the sampled schools changed sufficiently in the intervening years to place the school in a different ethnic composition category. Table 6 indicates the distribution of schools in each category according to their 1970 enrollment composition.

The classroom data is presently being analyzed to discover possible disparities in teacher pupil behaviors between Mexican American and Anglo students. The relation of teacher, classroom and school characteristics to discovered disparities will also be investigated.

Table 6. DISTRIBUTION OF SCHOOLS BY 1970-71 MEXICAN AMERICAN ENROLLMENT COMPOSITION

New Mexico

Grade	Percent Mexican American of School Enrollment 0-24.9	25-49.9	50-100
4	1	1	1
8	2	1	0
10	1	0	2
12	1	1	1

California

Grade	Percent Mexican American of School Enrollment 0-24.9	25-49.9	50-100
4	2	2	2
8	1	3	2
10	2	2	2
12	2	2	2

Texas

Grade	Percent Mexican American of School Enrollment 0-24.9	25-49.9	50-100
4	1	2	3
8	1	3	2
10	2	2	2
12	2	1	3

Total

Grade	Percent Mexican American of School Enrollment 0-24.9	25-49.9	50-100
4	4	5	6
8	4	7	4
10	5	4	6
12	5	4	6

APPENDIX A

REPORTING REQUIREMENT:

This report is required pursuant to the HEW Regulation (45 CFR 80) issued to carry out the purposes of Title VI of the Civil Rights Act of 1964. Section 80.6(b) of the Regulation provides:

Compliance Reports. Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form and containing such information as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this Regulation

* * * * * *

If you have any questions write:
Office for Civil Rights
Department of Health, Education & Welfare
Box 14195
Washington, D.C. 20044
or telephone 202-338-7866

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office for Civil Rights
Washington, D.C.

SCHOOL SYSTEM REPORT
FALL 1968 ELEMENTARY AND SECONDARY SCHOOL SURVEY
Required Under Title VI of the Civil Rights Act of 1964
Due October 15, 1968

FORM
OS/CR 101
(5/68)

Budget Bureau
No:51-R550

Expiration
Date: 6/30/69

I. Name of School System _____

II. Street Address _____

III. City, County, State, Zip Code _____

IV. Name of Chief Administrative Officer of School System _____

V. Most recent type of Assurance of Compliance accepted by HEW:

- ☐ HEW Form 441
- ☐ HEW From 441-B
- ☐ Assurance of Compliance with Court Order
- ☐ Other. Please explain: _____

VI. Number of Schools in this School System. ☐

VII. Students and Professional Staff.

Report number of persons in each category. Do not use percentages.	Column 1 School System Total (BOTH minority and non-minority groups)	MINORITY GROUP (Persons included in Column 1 who are members of the minority groups listed below)				
		Column 2 American Indian	Column 3 Negro	Column 4 Oriental	Column 5 Spanish Surnamed American	Column 6 Total Minority Group (Sum of Columns 2, 3, 4, and 5)
A. Enrolled Students.						
B. Full-Time Professional Instructional Staff						
(1) Assigned to One School Only						
(2) Assigned to More Than One School						
(3) TOTAL of (1) and (2)						

To assure the submission of correct Title VI compliance data, check the completeness and accuracy of each item reported. Errors or omissions may require a refiling of this form. Be sure there is an Individual School Report for each of the schools (or separate campuses) reported in Item VI.

Certification: I certify that the information given with this report is true and accurate to the best of my knowledge and belief. A willfully false statement is punishable by law. (U.S. Code, Title 18, Section 1001).

_____ _____ _____
Signature and Title of Person Furnishing Information | Telephone Number | Date Signed

REPORTING REQUIREMENT:

This report is required pursuant to the HEW Regulation (45 CFR 80) issued to carry out the purposes of Title VI of the Civil Rights Act of 1964. Section 80.6(b) of the Regulation provides:

Compliance Reports. Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form and containing such information as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this Regulation.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office for Civil Rights
Washington, D.C.

INDIVIDUAL SCHOOL REPORT
FALL 1968 ELEMENTARY AND SECONDARY SCHOOL SURVEY

Required Under Title VI of the Civil Rights Act of 1964

Due October 15, 1968

APPENDIX B
FORM
OS/CR-102
(5/68)

Budget Bureau
No: 51-R0662

Expiration
Date: 6/30/69

I. Name of School System _____

II. OCR School System Number _____

III. Name of School _____

IV. Street Address _____

V. City, County, State, Zip Code _____

VI. A. Number of Campuses at this School ☐

NOTE: File a separate report form (OS/CR 102) for each campus.

B. Grades offered (Put an "x" in the appropriate box for each grade offered at this school)

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

VII. Students and Professional Staff

Report number of persons in each category. Do not use percentages.

	Column 1 School Total (BOTH minority and non-minority groups)	MINORITY GROUP MEMBERSHIP OF STUDENTS AND PROFESSIONAL STAFF (Persons included in Column 1 who are members of the minority groups listed below)				
		Column 2 American Indian	Column 3 Negro	Column 4 Oriental	Column 5 Spanish Surnamed American	Column 6 Total Minority Group (Sum of Columns 2,3,4, and 5)
A. Enrolled Students.						
B. Professional Instructional Staff Assigned to this School on a Full-Time Basis						
(1) The Principal						
(2) Assistant Principals						
(3) Classroom Teachers						
(4) Other Instructional Staff						
(5) Total of (1),(2),(3),(4), above for each column.						

C. Data for Item VII furnished as of (Date) _____

VIII. In what school year (e.g., 1966-67) did this school first enroll students? _____

IX. State the school year in which additions to this school, if any, were opened. Include only the two most recent additions. Do not include additions opened before 1954-1955 school year. For the purpose of this question, additions do NOT include (A) temporary structures, such as mobile classrooms, or (B) structures which do not increase the student capacity of the school, such as a cafeteria, gymnasium, or school library. (If no additions, write "NONE.")

1. _____ 2. _____

To assure the submission of correct Title VI compliance data, please check the completeness and accuracy of each item reported. Errors or omissions may require a refiling of this Form.

Certification: I certify that the information given above is true and correct to the best of my knowledge and belief. (A willfully false statement is punishable by law. U.S. Code Title 18, Section 1001.)

Signature and Title of Person Furnishing Information _____ Telephone Number _____ Date Signed _____

ORIGINAL—RETURN TO OFFICE FOR CIVIL RIGHTS (LEGAL)

REPORTING REQUIREMENTS:
This report is required pursuant to the HEW Regulation (45 C.F.R. 80) issued to carry out the purposes of Title VI of the Civil Rights Act of 1964. Section 80.6(b) of the Regulation provides: Compliance Reports. Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form containing such information as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this Regulation.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office for Civil Rights
Washington, D.C.

INDIVIDUAL SCHOOL REPORT
BY GRADES
FALL 1968 ELEMENTARY AND SECONDARY SCHOOL SURVEY
Required Under Title VI of the Civil Rights Act of 1964
Due October 15, 1968

FORM
OS/CR 102-1
(5/68)
Budget Bureau
No: 51-R0551
Expiration
Date: 6/30/69

I. Name of School System _____

II. OCR School System Number _____

III. Name of School _____

IV. Street Address _____

V. City, County, State, Zip Code _____

VI. A. Number of Campuses at this School [ ] NOTE: File a separate report form (OS/CR 102-1) for each campus.

B. Grades offered (Put an "x" in the appropriate box for each grade offered at this school)

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

VII. Students and professional Staff

Report number of persons in each category. Do not use percentages.

		Column 1 School Total (BOTH minority and non-minority groups)	MINORITY GROUP MEMBERSHIP OF STUDENTS AND PROFESSIONAL STAFF (Persons included in Column 1 who are members of the minority groups listed below) Column 2 American Indian	Column 3 Negro	Column 4 Oriental	Column 5 Spanish Surnamed American	Column 6 Total Minority Group (Sum of Col. 2,3,4,& 5)
A. Enrolled Students	Pre-K						
	K						
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	Ungraded, Special Educa.						
	Other Ungraded						
	TOTAL Enrollment						
B. Professional Instructional Staff Assigned to this School on a Full-Time Basis.							
(1) The Principal							
(2) Assistant Principals							
(3) Classroom Teachers	Pre-K						
(a) Elementary Classroom Teachers (by grade)	K						
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
(b) Secondary Classroom Teachers (as a group)							
(c) Ungraded, Special Educa.							
(d) Other Ungraded							
TOTAL Classroom Teachers							
(4) Other Instructional Staff							
(5) TOTAL of (1),(2),(3),(4)							
C. Vacancies Filled in Full-Time Professional Instructional Staff of this School since October 1, 1967							
(1) Newly hired staff members (new to this system)							
(2) Transfers (staff members transferred from another school of this system)							
(3) TOTAL of (1) and (2)							

D. Number of Current Vacancies in Full-time professional instructional staff. [ ]

E. Data for Item VII furnished as of (Date) _____

VIII. In what school year (e.g. 1966-67) did this school first enroll students? _____

IX. State the school year in which additions to this school, if any, were opened. Include only the two most recent additions. Do not include additions opened before 1955-1956 school year. For the purpose of this question, additions do NOT include (A) temporary structures, such as mobile classrooms, or (B) structures which do not increase the student capacity of the school, such as a cafeteria, gymnasium, or school library. (If no additions, write "NONE.")

1. _____ 2. _____

To assure the submission of correct Title VI compliance data, please check the completeness and accuracy of each item reported. Errors or omissions may require a refiling of this form.

Certification: I certify that the information given above is true and correct to the best of my knowledge and belief. (A willfully false statement is punishable by law. U.S. Code Title 18, Section 1001.)

Signature and Title of Person Furnishing Information _____ Telephone Number _____ Date Signed _____

DISTRICTS 10 PERCENT OR MORE MEXICAN AMERICAN THAT HAD NOT RESPONDED TO HEW SURVEY WHEN COMMISSION TOOK ITS SAMPLE

APPENDIX D

ARIZONA

Gilbert School District
Littleton School District

CALIFORNIA

Oakley Union School District
Clovis Unified School District
Kerman Union High School District
Selma Unified School District
Tranquility Union High School District
Armona Union Elementary School District
Redondo Beach City School District
South Whittier School District
Fontana Unified School District
San Bernardino City Unified School District
Escondido Union School District
San Francisco Unified School District
Stockton Unified School District
Santa Maria School District
Carpinteria Unified School District
Milpitas Elementary School District
San Jose Unified School District
Santa Clara Unified School District
Turlock Elementary School District
Turlock Joint Union High School District

COLORADO

Brighton Public Schools
Delta County Joint School District #550
Del Norte Consolidated School District #7

NEW MEXICO

Grants Municipal School District #3

TEXAS

South San Antonio Independent School District
Calhoun County Independent School District
Morton Independent School District
Whiteface Independent School District
Floydada Independent School District
West Oso Independent School District
Uvalde Independent School District
Thrall Independent School District
Austin Independent School District
Rice Consolidated Independent School District
Van Vleck Independent School District

UNITED STATES COMMISSION ON CIVIL RIGHTS
WASHINGTON, D.C. 20425

STAFF DIRECTOR

Dear Sir:

In accordance with its responsibilities as a factfinding agency in the field of civil rights, the United States Commission on Civil Rights is undertaking a study of the educational status of Mexican American youths in a random sampling of school districts in Arizona, California, Colorado, New Mexico, and Texas. In the course of this study, about 500 school districts and some schools within those districts are being surveyed. The study will provide a measure of the nature and extent of educational opportunities which Mexican American youths are receiving in public schools of the Southwest and will furnish, for the first time, extensive information on Mexican American education.

The attached questionnaires call for data which are or can be compiled in your central district office and school plants. If your records or those of your principals do not contain all the information requested, however, you may obtain figures from other available sources.

Please have the principals of the schools designated on the Principal Information Forms complete the appropriate questionnaire and return it to your office. In addition, we ask that you complete the Superintendent Information Form and forward it at the same time with the Principal Information Forms using the enclosed official envelope which requires no postage. Extra copies are enclosed for each respondent to use in completing the questionnaires and to keep for his records. All questionnaires should be returned by May 9, 1969.

It must be emphasized that criteria used in drawing a sample of schools and school districts were based on geographic representation and enrollment characteristics. In no case were complaints of any kind about discrimination a factor in selecting either schools or school districts.

If you have any questions, call collect or write to Henry M. Ramirez, Chief, Mexican American Studies Division, U.S. Commission on Civil Rights, Washington, D. C. 20425 (telephone: Area Code 202, 382-8941). Please indicate you are calling in reference to the questionnaire.

Thank you for your assistance in this most important study.

Sincerely yours,

Howard A. Glickstein
Acting Staff Director

Enclosures

GSA DC 69-1 1783

MEXICAN AMERICAN EDUCATION STUDY

Superintendent Information Form

General Instructions

A. The person completing this questionnaire should be the superintendent or his official delegate.

B. Answers to each question should be given as of March 31, 1969 unless some other time period is requested. If information is not available for March 31, 1969, give it for the time closest to, or encompassing, that date. Pupil membership and personnel data may be given on this questionnaire as they were reported on the Title VI Compliance Forms (Forms OS/CR 101 and 102, Fall 1968 Elementary and Secondary School Survey, required under Title VI of the Civil Rights Act of 1964, due October 15, 1968). If a date other than March 31, 1969 or a time period other than that requested is used, please indicate which date or time period is used in the space provided or in the left hand margin next to the question.

C. Use additional pages where necessary.

D. **INSTRUCTIONS FOR DETERMINING ETHNIC AND RACIAL GROUPINGS:** *Wherever ethnic and racial data are requested, it is suggested that visual means be used to make such identification. Individuals should not be questioned or singled out in any way about their racial or ethnic lineage. For purposes of this questionnaire, please use the following classifications:*

i. **SPANISH SURNAMED AMERICAN:** *Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American, or other Spanish-speaking origin. This group is often referred to as Mexican American, Spanish American, or Latin American; local usage varies greatly. In this questionnaire, the terms "Mexican American" and "Spanish Surnamed American" are used interchangeably.*

ii. **NEGRO:** *Persons considered in school or community to be of Negroid or black African origin.*

iii. **ANGLO:** *White persons not usually considered in school or community to be members of any of the above ethnic or racial categories.*

iv. **OTHER:** *Persons considered as "non-Anglo" and who are not classifiable as Spanish Surnamed American or Negro. Include as "Other" such persons as Orientals or American Indians.*

E. If a question is not applicable, if information is not available, or if you must estimate, please use the common, standard abbreviations printed on the bottom of each page.

OFFICIAL DISTRICT NAME _____

DISTRICT MAILING ADDRESS _____
Street Address or P.O. Box Number

_____
Town *County* *State* *Zip Code*

TELEPHONE NUMBER _____ (___) _____
Area Code *Number*

NAME OF SUPERINTENDENT OF SCHOOLS _____

SIGNATURE _____ **DATE** _____

NAME AND TITLE OF PERSON RESPONSIBLE FOR FILLING OUT THIS QUESTIONNAIRE IF OTHER THAN SUPERINTENDENT _____

SIGNATURE _____ **DATE** _____

LEGEND: *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0**

Budget Bureau No. 115-S69001; Approval Expires February 28, 1970

MEXICAN AMERICAN EDUCATION STUDY

Superintendent Information Form

1. *List all the schools in this district. For each school, give the average daily attendance for the month of October 1968. Round answers to the nearest whole number.* **Time period if other than October 1968** _____
Use additional pages where necessary.

School Name	For USCCR use only	Average Daily Attendance*

*Average daily attendance is the aggregate of the attendance for each of the days during the stated reporting period divided by the number of days the school was actually in session during that period. Only days on which pupils are under the guidance and direction of teachers should be considered as days in session.

LEGEND: *Unknown*–UNK.; *Estimate*–EST.; *Not Applicable*–NA.; *Not Available*–?; *None*–0

Questions 2 and 3 instructions: *If there is only one secondary school in this district, do not answer questions 2 and 3. Proceed to question 4.*

2. A. **Name the secondary school in this district which had the highest percentage of its 1968 graduates enter two or four year colleges.**_____ FOR USCCR USE ONLY

   B. **What percent of that school's 1968 graduates entered two or four year colleges?**_____ **%**

   C. **What percent of that school's 1968 Spanish Surnamed graduates entered two or four year colleges?**_____ **%**

3. **Name the secondary school in this district which has had the highest dropout rate so far this year.**_____ FOR USCCR USE ONLY

Question 4 instructions: *If there is only one elementary school in this district, do not answer question 4. Proceed to question 5.*

4. **Name the elementary school in this district whose pupils had the highest average reading achievement test scores in the 1967-1968 school year.**_____ FOR USCCR USE ONLY

5. *If since June 1968 this district has conducted, sponsored or paid for any in-service teacher training for any course in column (i), enter the appropriate data about that training in columns (ii) through (v).* **If this district has not conducted, sponsored or paid for any such training since June 1968, check here ☐ and proceed to Question 6.**

(i) Course	(ii) Total number of hours this course met, per teacher – summer 1968	(iii) Total number of hours this course met, per teacher – academic year 1968-1969	(iv) Number of teachers in in-service training in summer 1968	(v) Number of teachers in in-service training in academic year 1968-1969
A. English as a second language for the Spanish speaking (instruction in English for those who know little or no English)				
B. Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language				
C. Mexican or Spanish history or culture				
D. Mexican American, Spanish American, or Hispanic history or culture				
E. Remedial reading				
F. Other subjects relative to Mexican Americans: *(Specify.)*_____				

6. *List the professional personnel for this district as of March 31, 1969, by ethnic and by educational background. Give data about these individuals in as many (vertical) columns as requested. Do not assign any individual to more than one (horizontal) row. Although it is recognized that a person's activities may fall under more than one category, each person should be assigned in accordance with his major activity. Exclude personnel assigned to schools.*	ETHNIC GROUP				EDUCATION		
	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)
	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number with Bachelor's Degree only	Number with Master's Degree, but not Doctor's Degree	Number with Doctor's Degree
A. Superintendent of schools (or acting)							
B. Associate Superintendents of schools							
C. Assistant superintendents of schools							
D. Psychologists or psychometrists							
E. Social workers							
F. Attendance officers							
G. Federal programs directors							
H. Curriculum directors							
I. Community relations specialists							
J. All others not assigned to schools							

7. *Using one line for each Board of Trustees member, list the principal occupation of each by code number. Refer to the list below for code. If you cannot ascertain which code is appropriate for a given Board Member, specify his occupation. Indicate ethnic group, the number of years each has served on the Board, and years of education.*

Occupation if code number is not known	(i) Occupation code number	(ii) Spanish Surnamed American	(iii) Negro	(iv) Anglo	(v) Other	(vi) Number of years served on Board	(vii) Number of years of school completed or highest degree attained
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							

1. Business owners, officials and managers
2. Professional and technical services
3. Farmers
4. Sales and clerical
5. Skilled craftsmen, other skilled workers and foremen
6. Semi-skilled operators and unskilled workers
7. Service workers
8. Housewives
9. Retired

8. **Has this district employed consultants on Mexican American educational affairs or problems this school year?** *(Check one only.)*

A. ☐ No
B. ☐ Yes, for a total of one day only
C. ☐ Yes, for a total of two to four days
D. ☐ Yes, for a total of five to seven days
E. ☐ Yes, for a total of eight to ten days
F. ☐ Yes, for a total of more than ten days

LEGEND: *Unknown*–UNK.; *Estimate*–EST.; *Not Applicable*–NA.; *Not Available* –?; *None*–0

9. **Has this district appointed, elected or recognized a district-wide volunteer advisory board (or committee) on Mexican American educational affairs or problems, which has held meetings this school year?** *(Check one only.)*

A. ☐ No
B. ☐ Yes, it has met only once this year.
C. ☐ Yes, it has met for a total of two to five times this year.
D. ☐ Yes, it has met for a total of six to fifteen times this year.
E. ☐ Yes, it has met for a total of more than fifteen times this year.

10. **If you answered "Yes" to question 9, what actions, programs or policies has the committee recommended during the 1968-1969 school year?** *(Check all which apply.)*

A. ☐ Ethnic balance in schools
B. ☐ In-service teacher training in Mexican American history or culture, or in bilingual education, or in English as a second language
C. ☐ Employment of Spanish Surnamed teachers or administrators
D. ☐ Pupil exchange programs with other districts or schools
E. ☐ Expanded PTA activities relative to Mexican Americans
F. ☐ Changes in curriculum to make it more relevant for Mexican Americans
G. ☐ Bilingual-bicultural organization in a school or the school system
H. ☐ Other *(Specify.)*_____

_____

11. **Does this district have a written school board policy discouraging the use of Spanish by Mexican American pupils:**

A. **On the school grounds? Yes ☐1 No ☐2**

B. **In the classroom (except Spanish classes)? Yes ☐1 No ☐2**

If you answered "Yes" to A or B above (question 11), please attach a copy of that policy and give us the date it was made effective.

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12. **As of March 31, 1969, what was the total school district membership, by ethnic group, in the following grades:**

	(i) Number Spanish Surnamed American	(ii) Number Negro	(iii) Number Anglo	(iv) Number Other	(v) Total Number
A. First Grade					
B. Fourth Grade					
C. Eighth Grade					
D. Twelfth Grade					

13. *Use the following space and additional pages, if necessary, to give us further comments relative to this questionnaire.*

LEGEND: *Unknown*–UNK.; *Estimate*–EST.; *Not Applicable*–NA.; *Not Available*–?; *None*–0

UNITED STATES COMMISSION ON CIVIL RIGHTS
WASHINGTON, D.C. 20425

STAFF DIRECTOR

Dear Sir:

In accordance with its responsibilities as a factfinding agency in the field of civil rights, the United States Commission on Civil Rights is undertaking a study of the educational status of Mexican American youths in a random sampling of school districts in Arizona, California, Colorado, New Mexico, and Texas. In the course of this study, about 500 school districts and some schools within those districts are being surveyed. The study will provide a measure of the nature and extent of educational opportunities which Mexican American youths are receiving in public schools of the Southwest and will furnish, for the first time, extensive information on Mexican American education.

The attached questionnaires call for data which are or can be compiled in your central district office and school plants. If your records or those of your principals do not contain all the information requested, however, you may obtain figures from other available sources.

Please have the principals of the schools designated on the Principal Information Forms complete the appropriate questionnaire and return it to your office. In addition, we ask that you complete the Superintendent Information Form and forward it at the same time with the Principal Information Forms using the enclosed official envelope which requires no postage. Extra copies are enclosed for each respondent to use in completing the questionnaires and to keep for his records. All questionnaires should be returned by May 9, 1969.

It must be emphasized that criteria used in drawing a sample of schools and school districts were based on geographic representation and enrollment characteristics. In no case were complaints of any kind about discrimination a factor in selecting either schools or school districts.

If you have any questions, call collect or write to Henry M. Ramirez, Chief, Mexican American Studies Division, U.S. Commission on Civil Rights, Washington, D. C. 20425 (telephone: Area Code 202, 382-8941). Please indicate you are calling in reference to the questionnaire.

Thank you for your assistance in this most important study.

Sincerely yours,

Howard A. Glickstein
Acting Staff Director

Enclosures

MEXICAN AMERICAN EDUCATION STUDY

School Principal Information Form

General Instructions:

A. The person completing this questionnaire should be the school principal or his official delegate.

B. Answers to each question should be given as of March 31, 1969 unless some other time period is requested. If information is not available for March 31, 1969, give it for the time closest to, or encompassing, that date. Pupil membership and personnel data may be given on this questionnaire as they were reported on the Title VI Compliance Forms (Forms OS/CR 101 and 102, Fall 1968 Elementary and Secondary School Survey, required under Title VI of the Civil Rights Act of 1964, due October 15, 1968). If a date other than March 31, 1969 or a time period other than that requested is used, please indicate which date or time period is used in the space provided or in the left hand margin next to the question.

C. Use additional pages where necessary.

D. **Instructions for determining ethnic and racial groupings:** *Wherever ethnic and racial data is requested, it is suggested that visual means be used to make such identification. Individuals should not be questioned or singled out in any way about their racial or ethnic lineage. For purposes of this questionnaire, please use the following classifications:*

i. **SPANISH SURNAMED AMERICAN:** *Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American or Spanish-speaking origin. This group is often referred to as Mexican, Spanish American, or Latin American; local usage varies greatly. For the purposes in this questionnaire the terms "Mexican American" and "Spanish Surnamed American" are used interchangeably.*

ii. **NEGRO:** *Persons considered in school or community to be of Negroid or black African origin.*

iii. **ANGLO:** *White persons not usually considered in school or community to be members of any of the above ethnic or racial categories.*

iv. **OTHER:** *Persons considered "non-Anglo" and who are not classifiable as Spanish Surnamed American or Negro. Include as "Other" such persons as Orientals or American Indians.*

E. If a question is not applicable, if information is not available, or if you must estimate, please use the common, standard abbreviations printed on the bottom of each page.

F. After completing all items in this questionnaire, please return the questionnaire in accordance with your superintendent's instructions.

SCHOOL NAME _____

MAILING ADDRESS _____
Street Address or P.O. Box No.

_____
Town *County* *State* *Zip Code*

TELEPHONE NUMBER _____
Area Code *Number*

NAME OF SCHOOL DISTRICT _____

NAME OF PRINCIPAL _____

SIGNATURE _____ **DATE** _____

NAME AND TITLE OF PERSON RESPONSIBLE FOR FILLING OUT QUESTIONNAIRE IF OTHER THAN THE PRINCIPAL _____

SIGNATURE _____ **DATE** _____

LEGEND: *Unknown*–**UNK.**; *Estimate*–**EST.**; *Not Applicable*–**NA.**; *Not Available*–**?**; *None*–**0**

Budget Bureau No. 115-S69001; Approval Expires February 28, 1970.

MEXICAN AMERICAN EDUCATION STUDY

School Principal Information Form

1. **If this school has received ESEA, Title I funds during the current (1968-1969) school year, check here.** ☐

2. **Is this school:** *(Check no more than one.)*

   A. ☐ A social adjustment school primarily for children who have disciplinary problems?
   B. ☐ Primarily for the physically handicapped?
   C. ☐ Primarily for the mentally retarded?
   D. ☐ Primarily for the emotionally disturbed?
   E. ☐ *(California only).* A continuation school?
   F. ☐ Organized primarily as some combination of A, B, C, D, or E? *(Specify.)* _____

   If you checked any of the above (A, B, C, D, E, or F in question 2), do not answer any further questions; return this questionnaire in accordance with your superintendent's instructions.

3. **What was the average daily attendance for this school in the month of October 1968 or, if not available for that month, for the time period nearest to or including October 1968?** *(Round answer to nearest whole number.)* _____
   Time period if not October 1968 _____

   Question 3 instructions: Average Daily Attendance is the aggregate of the attendance for each of the days during the stated reporting period divided by the number of days school was actually in session during that period. Only days on which pupils are under the guidance and direction of teachers should be considered as days in session.

4. **Which best describes the locality (incorporated or unincorporated) of this school?** *(Check one only.)*

   A. ☐ Under 5,000 inhabitants
   B. ☐ 5,000 to 49,999 inhabitants
   C. ☐ 50,000 to 250,000 inhabitants
   D. ☐ Over 250,000 inhabitants

5. **Which best describes the attendance area of this school (the area from which the majority of pupils come)?** *(Check one only.)*

   A. ☐ A rural area
   B. ☐ A suburb
   C. ☐ A town or a city

6. **How many square feet of outdoor play area (including athletic area) does this school have?** *(Round answer to the nearest thousand square feet.)* _____

7. **Is (are) any grade(s) in this school (excluding kindergarten) on double sessions?** Yes ☐ *1* No ☐ *2*

LEGEND: *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

5

8. *List full-time staff by ethnic group and professional background as of March 31, 1969 unless data are unavailable for that date. In that case follow General Instructions, item B, page 2.*

Reporting date if not March 31, 1969_____

DO NOT assign any individual to more than one horizontal row; assign each in accordance with his major activity. Assign individuals to as many columns as are applicable.

NOTE: Columns (ii) through (v) should total column (i).

		Ethnic Group					Education			Experience	
		(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
		Total Number	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number with Bachelor's degree only	Number with Master's but not Doctor's degree	Number with Doctor's degree	Number with under five years experience as an educator	Number with more than fifteen years experience as an educator
A.	**Full-time professional nonteaching staff:**										
	(1) Principal										
	(2) Vice (assistant) principals										
	(3) Counselors										
	(4) Librarians										
	(5) Other full-time professional nonteaching staff										
B.	**Full-time professional instructional staff (teachers)**										
C.	**Secretaries, stenographers, bookkeepers and other clerical staff**										
D.	**Custodians, gardeners, and other maintenance staff**										
E.	**Full-time teacher aids (in classrooms)**										

9. How many people are employed part-time in the following capacities in this school?	(i) Number of people	(ii) Full-time equivalence
A. Professional nonteaching staff		
B. Professional instructional staff (teachers)		

Question 9 instructions: Full-time equivalence is the amount of employed time required in a part-time position expressed in proportion to that required in a full-time position, with "1" representing one full-time position. (Round F.T.E. answers to the nearest whole number.)

10. **What is the principal's annual salary?** *(Round answer to the nearest hundred dollars.)* **$**_____.

11. **For how many years has the present principal been principal of this school?**_____

12. **Indicate for approximately how many months the principal is regularly at work in the school plant.** *(Check the alternative which is most accurate.)*

A. ☐ Eleven months or more, full-time
B. ☐ Ten months, full-time
C. ☐ Nine months, full-time
D. ☐ Eight months or fewer, full-time
E. ☐ Part-time *(Explain.)*_____

LEGEND: ***Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0**

13. **What number of the full-time professional instructional staff (teachers) in this school earn the following salaries?** *Do not include extra pay assignments.)*

A. Less than $4,000 for school year_____
B. $4,000 to $5,999 for school year_____
C. $6,000 to $7,999 for school year_____
D. $8,000 to $9,999 for school year_____
E. $10,000 to $11,999 for school year_____
F. $12,000 or above for school year_____

Question 13 instructions: The total of lines A through F should equal the number of full-time teachers in this school. (See question 8, line B, column (i).

14. *Give the number of pupils in membership in the following classes and grades as of March 31, 1969 by ethnic group. If data are unavailable for this date, refer to General Instructions, item B, page 2. Do not include kindergarten, prekindergarten or Head Start as the lowest grade. Start with grade 1.* **Reporting date if not March 31, 1969**_____	(i) Total Number	(ii) Number Spanish Surnamed American	(iii) Number Negro	(iv) Number Anglo	(v) Number Other
A. Lowest grade in this school *(specify.)*					
B. Highest grade in this school *(specify.)*					
C. Classes for the mentally retarded					

15. *If this school housed grade 12, in the 1967-1968 school year, answer A, B, C, and D of this question. Otherwise, proceed to question 16.*	(i) Number Spanish Surnamed American	(ii) Number Negro	(iii) Number Anglo	(iv) Number Other
A. How many pupils were graduated from this school from July 1, 1967 to June 30, 1968?				
B. Of "A" above, how many entered a two or four year college by March 31, 1969?				
C. Of "A" above, how many entered some post high school educational program other than a two or four year college by March 31, 1969? *(For example, beauty school, vocational school, or business school. Do not include military service.)*				
D. Of "A" above, how many entered military service prior to March 31, 1969?				

LEGEND: *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

16. *For facilities listed below, give the information requested in columns (i) through (v). Do not include any given facility on more than one horizontal line. Count facilities only by their most frequent designation. (e.g., a room which is used predominantly as a science laboratory should not be counted as a classroom.)*	(i) Total Number	(ii) Total pupil capacity (legal capacity)*	(iii) Number in need of replacement	(iv) Number adequately equipped for your program	(v) Year the greatest number were built or acquired
A. **Cafetoriums (multi-purpose rooms designed for use as a combination cafeteria, auditorium and/or gymnasium)**					
B. **Cafeterias**					
C. **Auditoriums**					
D. **Gymnasiums**					
E. **Central libraries**					
F. **Nurses offices (infirmaries)****					
G. **Electronic language laboratories**					
H. **Science laboratories**					
I. **Shop rooms**					
J. **Domestic science rooms**					
K. **Portable classrooms** *(Do not include any rooms counted in A through J.)*					
L. **Regular classrooms** *(Do not include any rooms counted in A through K.)*					
M. **Swimming pools**					
N. **Books in library** *(Round answer to nearest hundred. Do not count periodicals.)*					

*(ii) If legal capacity is not known, report the number of pupils who can be seated or can comfortably use facility.

** Pupil capacity means number of beds.

17. *Answer "Yes" or "No" to line A for each column. If you answer "Yes" to "A" for any column, please complete the questions in the rest of that column.*	(i) English as a second language for the Spanish-speaking (instruction in English for those who know little or no English)	(ii) Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language)	(iii) Mexican American, Spanish American or Hispanic history or culture	(iv) Mexican and/or Spanish history and culture	(v) Remedial reading
A. **Does this school offer this subject or course?**					
B. **For how many years has this subject or course been taught at this school?**					
C. **How many pupils are taking this subject or are enrolled in this course this year?** *(Include pupils of all ethnic backgrounds.)*					
D. **How many Spanish Surnamed pupils are taking this subject or are enrolled in this course this year?**					
E. **How many clock hours a week does this subject or course meet, per pupil, in the following grades: Kindergarten and/or Prekindergarten?**					
1st grade?					
2nd grade?					
3rd grade?					
4th grade?					
5th grade?					

17. (continued)	(i) English as a second language for the Spanish-speaking (instruction in English for those who know little or no English)	(ii) Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language)	(iii) Mexican American, Spanish American or Hispanic history or culture	(iv) Mexican and/or Spanish history and culture	(v) Remedial reading
6th grade?					
7th grade?					
8th grade?					
9th grade?					
10th grade?					
11th grade?					
12th grade?					
F. How many of the teachers who teach this subject or or course have had two or more courses (6 semester hours or more) in applicable subject matter?					
G. How many teachers teach this subject or course?					

18. *(Elementary schools only)* As of March 31, 1969 by ethnic group, how many pupils were:	(i) Number Spanish Surnamed American	(ii) Number Negro	(iii) Number Anglo	(iv) Number Other
A. Repeating the first grade this year?				
B. In the first grade, but two years or more overage for the first grade?				

19. Does this school discourage Mexican American pupils from speaking Spanish:

A. On the school grounds? Yes ☐1 No ☐2
B. In the classroom (except Spanish class or Spanish Club)? Yes ☐1 No ☐2

20. If you checked "Yes" to A or B above (question 19) in what way does this school discourage the speaking of Spanish? *(Check all which apply.)*

A. ☐ Requiring staff to correct those who speak Spanish
B. ☐ Suggesting that staff correct those who speak Spanish
C. ☐ Encouraging other pupils to correct those who speak Spanish
D. ☐ Providing pupil monitors to correct those who speak Spanish
E. ☐ Disciplining persistent speakers of Spanish
F. ☐ Utilizing other methods *(Specify.)* _____

21. Is there currently a written policy for this school regarding the use of Spanish?
Yes ☐1 No ☐2 *If yes, please attach a copy of that policy and give us the date it became effective.* _____

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LEGEND: *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

9

22. **If you checked "No" to A or B in question 19, does this school encourage the speaking of Spanish (outside Spanish class or Spanish club)? Yes ☐1 No ☐2**

23. **Does this school provide for:** *(Check all which apply.)*

A. ☐ School wide celebration of 16 de Septiembre?
B. ☐ Classroom celebration of 16 de Septiembre?
C. ☐ A unit or more on Mexican cooking in home economics classes?
D. ☐ Special units on Mexican American, Spanish American or Hispanic history in social studies programs?
E. ☐ Special assemblies dealing with Mexican or Spanish culture?
F. ☐ Other activities relative to Mexican Americans? *(Specify.)*_____

24. **The following is a list of possible reasons for suspension:**

A. Violation of dress code or grooming code
B. Use of foul language
C. Disrespect for teachers
D. Destruction of school property
E. Truancy
F. Speaking Spanish
G. Smoking
H. Drug use
I. Tardiness
J. Consumption of alcohol
K. Fighting
L. Other *(Specify.)*_____

For each ethnic group, list the letters of the five most common reasons for suspension in order of their importance.

Spanish Surnamed American	Negro	Anglo	Other
1._____	1._____	1._____	1._____
2._____	2._____	2._____	2._____
3._____	3._____	3._____	3._____
4._____	4._____	4._____	4._____
5._____	5._____	5._____	5._____

25. *(Elementary schools only)* **In this school, what number of Spanish Surnamed first graders speak English as well as the average Anglo first grader?**_____

26. *(Secondary schools only)* **List the number of pupils in the following offices and activities by ethnic group as of March 31, 1969, unless otherwise specified.**

	(i) Number Spanish Surnamed American	(ii) Number Negro	(iii) Number Anglo	(iv) Number Other
A. President of student body (highest elected or appointed student office)				
B. Vice-president of student body (second highest elected or appointed student office)				
C. Presidents of freshman, sophomore, junior, and senior classes				
D. Editorial staff of school paper				
E. Homecoming queen (or football queen), 1968.				
F. Homecoming queen's (or football queen's) court, 1968				
G. Cheer leaders (or song leaders)				

27. **At which of the following times does this school normally hold PTA meetings?** *(Check one only.)*

A. ☐ Morning B. ☐ Afternoon C. ☐ Evening

LEGEND: *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

28. **How often does the PTA meet?** *(Check the one which most accurately applies.)*

A. ☐ Weekly B. ☐ Monthly C. ☐ Quarterly D. ☐ Annually

29. **How many Spanish Surnamed adults attended the last regular PTA meeting (not a special program)?**_____

30. **How many adults (include all ethnic groups) attended the last regular PTA meeting (not a special program)?**_____

31. **In what language are notices to parents written?** *(Check one only.)*

A. ☐ English
B. ☐ Spanish
C. ☐ English and Spanish
D. ☐ Other *(Explain.)*_____

32. **In what language are PTA meetings of this school conducted?** *(Check one only.)*

A. ☐ English
B. ☐ Spanish
C. ☐ English and Spanish
D. ☐ Other *(Explain.)*_____

33. **Which one of the following best describes the practice for assigning pupils to this school?** *(Check one only.)*

A. ☐ Pupils residing in this attendance area attend this school with no or few transfers allowed.
B. ☐ Pupils residing in this attendance area generally attend this school but transfers are frequently allowed.
C. ☐ Pupils are assigned to this school on the basis of intelligence, achievement, or their program of study.
D. ☐ Any pupil residing in this school district may attend this school.
E. ☐ Some other practice is followed. *(Describe briefly.)*_____

34. **What percent of the Spanish Surnamed pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000?_____% B. Over $10,000?_____%

35. **What percent of the Anglo pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000?_____% B. Over $10,000?_____%

36. **What percent of the Negro pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000?_____% B. Over $10,000?_____%

37. **What percent of the Other pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000?_____% B. Over $10,000?_____%

38. **What percent of the Spanish Surnamed pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?_____%
B. 6 to 8 years?_____%
C. Some high school?_____%
D. High school graduate?_____%
E. Some college?_____%
F. College graduate?_____%
G. Total 100 %

LEGEND: *Unknown*–**UNK.**; *Estimate*–**EST.**; *Not Applicable*–**NA.**; *Not Available*–**?**; *None*–**0**

39. **What percent of the Anglo pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?_____ %
B. 6 to 8 years?_____ %
C. Some high school?_____ %
D. High school graduate?_____ %
E. Some college?_____ %
F. College graduate?_____ %
G. Total 100 %

40. **What percent of the Negro pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?_____ %
B. 6 to 8 years?_____ %
C. Some high school?_____ %
D. High school graduate?_____ %
E. Some college?_____ %
F. College graduate?_____ %
G. Total 100 %

41. **What percent of the Other pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?_____ %
B. 6 to 8 years?_____ %
C. Some high school?_____ %
D. High school graduate?_____ %
E. Some college?_____ %
F. College graduate?_____ %
G. Total 100 %

42. **Does this school practice grouping or tracking?** Yes ☐1 No ☐2

43. **If you answered "Yes" to question 42, for how many years has this school practiced grouping or tracking?**_____

44. **If you answered "Yes" to question 42, at what grade level does this school start grouping or tracking?**_____

45. *Rate each of the following criteria for grouping, tracking, or promotion according to its importance in this school.*	(i) Very Important	(ii) Important	(iii) Of little importance	(iv) Of no importance
A. Scores on standardized achievement tests				
B. IQ test results				
C. Reading grade levels				
D. Student scholastic performances (grades)				
E. Emotional and physical maturity				
F. Student interests and study habits				
G. Parental preferences				
H. Student preferences				
I. Teacher referrals				
J. Other *(Specify.)*_____				

Questions 46 thru 48 instructions: **Complete the following questions for grades 4, 8 and/or 12.** *If none of these grades are housed, complete these questions for your highest grade and in the space available indicate the grade for which data are supplied.*

46. *As of March 31, 1969, by ethnic group, how many pupils in this grade were:*	Grade 4 or specify				Grade 8				Grade 12			
	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)	(iv)
	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other
A. Reading more than three years below grade level?												
B. Reading more than two but not more than three years below grade level?												
C. Reading more than six months but not more than two years below grade level?												
D. Reading not more than six months below but not more than six months above grade level?												
E. Reading more than six months but not more than two years above grade level?												
F. Reading more than two years above grade level?												
G. Total number of pupils in this grade, *(the sum of lines A through F should equal the total number of pupils in this grade by ethnic group.)*												
H. Two years or more overage for this grade?												
I. Classified as having an IQ below 70?												
J. *(Secondary schools only)* Repeating one or more subjects this year?												
K. *(Elementary schools only)* Repeating the grade this year?												
L. Transferred to juvenile authorities this school year (prior to March 31, 1969) for causes related to the pupil's behavior?												
M. Suspended two or more times this school year (prior to March 31, 1969)?												
N. *(Secondary schools only)* Enrolled primarily in classes designed to prepare them for higher education?												

LEGEND: *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

46. (continued) *As of March 31, 1969, by ethnic group, how many pupils in this grade were:*	Grade 4 or specify				Grade 8				Grade 12			
	(i) Number Spanish Surnamed American	(ii) Number Negro	(iii) Number Anglo	(iv) Number Other	(i) Number Spanish Surnamed American	(ii) Number Negro	(iii) Number Anglo	(iv) Number Other	(i) Number Spanish Surnamed American	(ii) Number Negro	(iii) Number Anglo	(iv) Number Other
O. *(Secondary schools only)* Enrolled primarily in classes designed to prepare them for immediate employment or for entrance into technical, vocational, or occupational schools?												
P. *(Secondary schools only)* Enrolled primarily in classes not designed for preparation of the activities mentioned in N or O above?												
Q. *(Secondary schools only)* Total of lines N, O, and P; the sum of lines N, O, and P should equal the total pupil membership in this grade by ethnic group.												
R. In average daily attendance during March 1969? *(See question 3 for definition of ADA.)*												
S. Enrolled in highest ability level of English class?												
T. Enrolled in lowest ability level of English class (excluding mentally retarded classes)?												

LEGEND: *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0.**

		Grade 4 or specify	Grade 8	Grade 12
47.	Does this school group or track students according to ability or achievement in this grade?	A. ☐ Yes, for all students B. ☐ Yes, for highest achieving students only C. ☐ Yes, for lowest achieving students only D. ☐ Yes, for highest and lowest achieving students only E. ☐ Yes, some plan other than the above is followed. *(Specify.)* _____ F. ☐ No	A. ☐ Yes, for all students B. ☐ Yes, for highest achieving students only C. ☐ Yes, for lowest achieving students only D. ☐ Yes, for highest and lowest achieving students only E. ☐ Yes, some plan other than the above is followed. *(Specify.)* _____ F. ☐ No	A. ☐ Yes, for all students B. ☐ Yes, for highest achieving students only C. ☐ Yes, for lowest achieving students only D. ☐ Yes, for highest and lowest achieving students only E. ☐ Yes, some plan other than the above is followed. *(Specify.)* _____ F. ☐ No
48.	If you checked A, B, C, D or E above (question 47) on any grade, check which of the following best describes the system of grouping in that grade.	A. ☐ Pupils are placed in a particular group and attend all classes within this group. B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject.	A. ☐ Pupils are placed in a particular group and attend all classes within this group. B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject.	A. ☐ Pupils are placed in a particular group and attend all classes within this group. B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject.

49. *Use the following space and additional pages, if necessary, to give us further comments relative to this questionnaire.*

LEGEND: *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

SUPPLEMENT
TO
SUPERINTENDENT INFORMATION FORM
MEXICAN AMERICAN EDUCATION STUDY
U.S. COMMISSION ON CIVIL RIGHTS
FINANCIAL DATA 1967-1968 SCHOOL YEAR

Code _____

Name of School District _____

Address _____

_____

_____

Name of Superintendent _____

14. Current expenditures per pupil in ADA $_____

15. Expenditures per pupil in ADA without Federal aid $_____

16. Assessed valuation per pupil in ADA $_____

17. District tax rate per $100 of assessed valuation $_____

APPENDIX H

AN ASSESSMENT OF THE QUALITY OF DATA IN THE COMMISSION MAIL SURVEY

Assessment of the quality of data obtained from the three forms used by the Commission in its mail survey is based on the experience and opinions of staff members who performed validity checks, who talked with principals and superintendents, and who have worked extensively on analysis of the data.

In the discussion below, some questions are described as "key questions". If these questions were not answered or if in response to them inconsistent or inaccurate data were provided, school and/or district personnel were always contacted to correct the deficiency. In contrast, for other questions no attempt was made to obtain an answer to a nonresponse, and inconsistent data were deleted unless further contact with the school was necessary to acquire information on "key questions".

Superintendents Information Form

1. Average daily attendance (ADA) for October 1968: This was designated a "key question". Nevertheless, considerable difficulty was encountered in acquiring data in response to this question in the States of New Mexico and California.

   In New Mexico some school districts voluntarily stated they had furnished average daily membership (ADM) rather than attendance because the State requires this information for apportionment purposes, and thus it was readily available. Since staff did not verify with every Nex Mexico respondent whether attendance information instead of membership had been given, it is not known to what extent this occurred. ADA rates are higher for New Mexico

than for three of the other States.

At the time of the survey, California schools were required for purposes of receiving State apportionments, to take attendance only on the last school day of the month. Both students at school and those with excused absences were considered in attendance. Some respondents told Commission staff they had reported this figure rather than average daily attendance. Of these, a few stated that attendance for the one day is normally higher than usual since it is the practice of many schools to hold special activities, such as assemblies and intramural sports, to encourage pupils to come to school. Again, staff made no attempt to ascertain how many schools did not report average daily attendance.

There is little question that school districts in Texas, Colorado, and Arizona reported average daily attendance. ADA is used as one criteria for computing State aid, and it must be furnished to State departments of education. However, during the validation process it became apparent that all districts do not compute average daily attendance on a monthly basis; and of those that do, some reported ADA for some period other than October 1968.

Another difficulty was that question was not worded to acquire data for accurately computing average daily attendance rates. To do so, attendance each day must be divided by enrollment for that day. The average attendance rate is then calculated by dividing the sum of daily attendance rates by the number of days included in the designated time period. The Commission obtained enrollment data from the HEW Title VI Survey. These data represent

the number of students enrolled on the day(s) school personnel counted students to respond to that survey (roughly mid-October 1968). Even if districts reported the number of students in ADA for October 1968, the time periods for which enrollment and attendance data were obtained do not correspond.

In many initial responses ADA was higher than the enrollment figure the Commission obtained from HEW. For those schools in which ADA was greater than the number of students enrolled, Commission staff obtained either the number of percent of students in ADA for a different time period (usually for any period close to, encompassing, or within the month of October 1968). The October enrollment reported to HEW were then multiplied by these percents. In any event, the purpose of validation was to arrive at an ADA that was equal to or within a minus 50 percent tolerance of enrollment.

2.A-C. Secondary school in districts which had the highest college-going rate: Data were not tabulated because more extensive information on college-going rates were obtained from principals. (See question 15 of the Principals Information Form).

3. Secondary school in district which had the highest dropout rate: These data also were not tabulated. On question 12, districts were asked to give membership, by ethnic group, for grades 1, 4, 8, and 12. Using responses from this question, the Commission was able to compute attrition rates for each ethnic group by controlling for such factors as differences in birth rates, influx of pupils from parochial or private schools between grades

6 and 9, and the minute dropout rate before the 4th grade. Question 3 is only supportive of those data.

4. Elementary school with highest reading scores: These data were not tabulated. On question 46A-G of the principal's questionnaire, principals indicated the number of students, by ethnic group, at grades 4, 8 and 12, who were at various levels of reading ability. Question 4 does not lend itself to as thorough an examination of reading achievement as that on the principals' form.

5. In-service teacher training related to Mexican Americans: Some teacher training programs other than those specifically described were listed by a number of districts. Subjects of these training programs varied in the degree of their applicability directly to Mexican Americans. Unless the program was clearly inapplicable to Mexican Americans, e.g., the subject was black studies, entries were not deleted. Training programs other than those specified on the questionnaire are coded as "other" on the tape record, without further reference to the type of program.

6-9. Data are satisfactory. Questions 6(A)&7 were key questions.

10. Recommendations of Mexican American Advisory Committee: This was designated a "key question" if the district stated it had a district wide volunteer advisory board on Mexican American educational affairs that had held meetings in the 1968-69 school year. Many committee recommendations other than those specified in the question were listed. They were coded as "other" for preparation of the computer tape record. Later questionnaires were examined to identify the nature of these recommendations.

11-12. Data are satisfactory: Question 11 & 12 were key questions.

13. In preparing the tape record, the fact that comments were offered was coded, but not the content of those comments.

Supplement to Superintendents Information Form

All information called for by this supplement was derived from published or unpublished materials provided by State educational agencies, or in the case of California, by State associations of teachers or administrators.

14. Current expenditures per pupil in ADA: This item includes expenditures for all line items except capital outlay and bonded indebtedness. For reasons explained below, revenue per pupil is reported for California.

15. Per pupil expenditures without Federal aid: Federal aid was defined as that assistance apportioned directly to local school districts by the Federal Government as well as that Federal aid channeled through State educational agencies. Expenditures without Federal aid is an estimate.

Actual expenditures of some types of Federal aid are not reported. In such instances, Federal revenue was substracted from total current expenditures computed in question 14 above, on the assumption that most Federal revenue is expended during the school year it is received. P.L. 815 construction funds were not subtracted since capital outlay expenditures were excluded. If capital outlay expenditures utilizing other types of Federal aid, e.g., NDEA, ESEA, P.L. 874, were specified, that amount was not

subtracted. Otherwise, total expenditures or revenue from non-P.L. 815 funds was subtracted.

Because of financial reporting procedures in California it proved to be very difficult to estimate per pupil expenditures without Federal aid. The Commission's reference did not specify amounts of Federal aid according to funding designations, e.g., P.L. 815, NDEA, ESEA. Further, accounting responsibilities for the different types of Federal aid lies with several offices in the California State Department of Education, few of which offices had data in easily accessible form. However, revenue per pupil without Federal aid could be calculated relatively easily. Consequently, revenue per pupil was reported in both questions 14 and 15 for purposes of comparability. A small portion of California State aid was subtracted in the process of computing revenue per pupil with Federal aid. The Commission's reference listed one source of income as "combined Federal/State". However, amounts in this category were relatively small, and all aid listed as "combined Federal/State" were subtracted from total revenue. Both revenue with and without Federal aid includes income used to meet costs for capital outlay and bond maintenance.

Caution should be exercised in making interstate comparisons of expenditure levels with the data gathered. One of the most obvious reasons, of course, is that revenue is reported for California. In addition, a host of other factors bear upon inter-state variations in per pupil expenditures. Among these factors are per capita property valuations, per capita income, State and

local income sources used to finance public school education, tax effort, cost of living, differences in accounting procedures, and population growth. Such information was not gathered in this study.

16. Data on per pupil assessed valuations are of limited value. Although school districts levy and collect taxes based on the assessed value of property, true market value is a more revealing measure of a school district's comparative ability to finance public education from this traditional local revenue source since assessment ratios vary greatly. Assessment ratios were not obtained in this study.

17. Data on tax rates are also of limited value. Tax rates imposed on assessed property do not present the real picture of a district's local taxing effort until they are adjusted by the ratio at which true market property values are assessed.

School Principals Information Form

1. Title I schools: In a separate study the Office of Education found that school principals are not always aware that their school receives ESEA Title I funds. For the Commission's survey, principals were instructed to return their questionnaires to the district office so that they could be forwarded with the superintendents' questionnaire. Although superintendents were not instructed to do so, some errors in answer to this question (as well as others) appear to have been corrected at the district office.

2. Data are satisfactory.

3. Average daily attendance: These data have the same limitations as gathered on question 1 (average daily attendance) of the Superintendents Information Form. However, question 3 was a key question.

4-5. Data are satisfactory.

6. Outdoor play area: In the course of performing validity checks, it became apparent that not all principals know precisely how many square feet of play area their school has. Some principals gave estimates. Others consulted plans for their buildings and campus layout or actually measured the outdoor play area.

7. Data are satisfactory.

8. School staff characteristics: Queries on the ethnic background, education, and experience of principals and teachers were "key questions". Head teachers were considered principals. Data for the entire questionnaire were generally accurate. However, for some analyses it may be preferable to use data on teachers and principals collected on the HEW Fall 1968 Title VI Survey since HEW took a complete census rather than a sample of schools in the same districts surveyed by the Commission.

9. Part-time staff: In a few schools, obvious errors were made in calculating full-time equivalency of part-time employees, i.e., the figure for full-time equivalency was greater than the number of employees. Some principals of schools in which this error occurred had difficulty in recalling the number of part-time employees when questioned by telephone. Other

respondents may also have answered the question incorrectly.

10-12. Data are satisfactory.

13. Teacher salaries: Although the overall response rate was high, it is believed that most of the nonrespondent schools were those with large enrollments or those in large districts. Principals of large schools were less likely to know each teacher's salary, and the task of compiling the information would have been time-consuming. In large school districts, teacher salary information was often stored on computer tape and retrieval of data for particular schools would have required a complete tape run.

14. Data are satisfactory. This was a key question.

15. Post-graduate activities: This was designated a "key question". Nevertheless, information on post-graduate activities should be considered an estimate. While high schools may maintain records on post-graduate plans of graduating students, few actually conduct follow-up surveys to ascertain how many students pursue their original plans.

16. Description of facilities: Part (L) was a key question. Insufficient data were collected on construction dates to determine accurately the age of facilities. For each type of room or facility, principals were asked to report the year the greatest number were built or acquired. They were not asked what proportion were built during that year. Therefore, if schools normally have two or more of any particular type of facility, age data on those facilities can only be a gross estimate.

17. Special academic programs relative to Mexican Americans: This

was a "key question". However, there were errors in initial H-10 responses, most of which, it is believed, were eliminated by validity checks. The majority of the errors were due to inconsistencies in defining the nature of courses listed. For example, some schools offering a course in Spanish as part of their regular curriculum stated they offered bilingual education. A true bilingual education program, however, is generally defined as one in which both the Spanish and English languages are used as the media of communication in the process of teaching any subject, such as science or mathematics. In addition, some schools that list themselves are offering English as a Second Language may in effect be offering remedial English courses in which second language teaching methods are not employed.

There were also inconsistencies in responses to the questions about courses offered in Mexican American or Mexican history and culture. Several schools that answered this question affirmatively, include these subjects as one unit within a social studies course.

All data on all courses listed on the questionnaire were coded for the tape record, but information on the number of clock hours a week the courses meet per pupil was not tabulated. Since the number of pupils at each grade level is not known, analyses that can be made are limited.

18-19. Data are satisfactory. Question 19 was a key question.

20. Means of discouraging Spanish: This was a "key question" for schools that discourage Mexican American pupils from speaking

Spanish on the school grounds or in the classroom. A substantial proportion of these schools indicated they used methods for discouraging the use of Spanish other than those specifically described in the question. These were coded as "other" for the tape record. Later, they were classified by type and tabulated by hand.

21-22. Data are satisfactory. Question 21 was a key question.

23. Mexican American cultural activities: Several respondents specified Mexican American cultural activities provided by the school other than those itemized in the question. These were coded as "others" in preparing the tape record. Subsequently, they were categorized separately and tabulated manually.

24. Reasons for suspensions: The relative importance of reasons for suspension reported by most schools varied little by ethnic group. For this reason, no effort was made to verify the accuracy of the data. The information was coded on the tape record but was not tabulated.

25. English speaking ability of Spanish Surnamed first graders: Some principals estimated the number of Spanish Surnamed first graders who speak English as well as their Anglo counterparts without consulting teachers for their evaluation. Principals known to have given such an estimate were those that did not answer the question initially.

26. Data are satisfactory.

27-30 and 32. PTA activities: Several schools, particularly in Texas have a Parent-Teacher organization which is not affiliated with the PTA. Information was not recorded on non-PTA affiliated organizations. Such groups frequently could give no more than an estimate of the number of parents who attended the last meeting.

31. Data are satisfactory.

34-37. Family income: U.S. Office of Education study of equality of educational opportunity (The Coleman Report) found a moderate degree of error in teacher estimates of the family income of pupils. In the Commission's study, principals were requested to estimate the percent of pupils by ethnic background who came from families whose total annual income was above $10,000 or below $3,000. No reliability checks were made to determine to what extent these estimates were a reflection of actual income. In view of Coleman's findings, it is assumed there is a moderate margin of error in the principals' estimates.

38-41. Educational attainment level of head of household: These were "key questions". Some principals were reluctant to estimate the educational attainment level of the head of household according to the six categories on the questionnaire, and the categories were broken down to form three: 0 to 4/5 to 8 years; some high school/high school graduate; and some college/college graduate. Usually principals felt more comfortable giving estimates for three categories. The data were coded by sic categories, but valid analyses can be made only for the three larger ones. Data were tabulated by a socio-economic index which reflects the

percent of students that come from a household whose head has an eighth grade education or less. Further data analyses will utilize a socioeconomic index that is a single factor multiplicative of average family income and average educational attainment.

42. Extent of grouping: There was some misunderstanding of the meaning of the terms "grouping" and "tracking". If pupils were placed in a homogeneous ability group and attended all classes within this group or if students were in different homogeneously grouped classes for different subjects, this practice was viewed as grouping or tracking. Homogeneous grouping within a heterogeneous class was not considered grouping or tracking for the purposes of this study. Most inconsistent answers were corrected during validity checks.

43. Number of years a school has practiced grouping or tracking: These data were not tabulated because the question was inappropriately phrased to provide information indicating the amount of time a student has been grouped or tracked during his school career. Secondly, because age of the school is not known (see discussion of question 16), the proportionate amount of time grouping or tracking practiced during the school's existence cannot be calculated.

44. Grade level grouping starts: Information was tabulated only for schools that house the first grade, although data for all schools are on the tape record.

45. Criteria for ability group placement: A few schools specified criteria for ability grouping other than those itemized on the

questionnaire. These were coded as "other" on the tape record.

46A-G. Reading ability levels: These were key questions. No validity checks were performed to determine if some schools reported an equal distribution of pupils of two or more ethnic groups at each reading ability level, or to check if schools reported an extraordinary proportion of pupils of any ethnic group reading at grade level.

46H-Q. Data are satisfactory.

46-R. The response rate to this question was very low.

46S-T. Data are satisfactory.

47-48. Data are satisfactory.

49. The fact that comments were offered was coded, but not the content of those comments.

APPENDIX I

School and District No._____
Access No._____
District Name_____
School Name_____

Date_____
Initials of Interviewer_____
Principal's Name_____

INTERVIEW SCHEDULE FOR PRINCIPAL

M	A	N	O

1. Record the ethnicity of the principal in the box on the left.

0101:04

2. ASK: In what year was this school (or the majority of its rooms) built? RECORD THE YEAR IN THE BOX TO THE LEFT.

3. How can we obtain accurate information on the ethnic composition of your school? What records are available? Where are they kept? Who can be helpful to us?

4. ABILITY GROUPING

   a. Are the youngsters in this school grouped homogeneously or heterogeneously according to ability?

   b. If "HOMOGENEOUSLY" ASK: What designations, names, or labels do you give to the sections or divisions?

   c. May I please have a copy of your master schedule of classes? KEEP A COPY OF THE SCHEDULE.

   d. Please tell me where and when we can see youngsters in these ability groups in English classes in the 4th, 8th, 10th, and/or 12th grades? SEND OBSERVERS TO THOSE CLASSES SELECTED AND RECORD THE CLASSES TO WHICH THEY ARE ASSIGNED.

   e. What criteria do you use for placing a child in a particular ability group? OBTAIN A COPY OF THE SCHOOLS WRITTEN POLICY IF THERE IS ONE.

   f. Please rate each of the criteria you have listed in terms of importance in making the decision concerning a child's placement.

School and District No._____ Date_____
Access No._____ Interviewers initials_____

5. SPECIAL PROGRAMS

a. Do you have any programs for children of special ability, for example, the mentally retarded or the gifted? PROBE IF NECESSARY TO EXHAUST ALL SPECIAL PROGRAMS IN THE SCHOOL. ON TABLE I CHECK THOSE NAMED. WRITE IN ANY SPECIAL PROGRAMS GIVEN BUT NOT LISTED IN TABLE I.

b. Would you please tell me what criteria are used for placing children in this program?

c. Please rate these criteria according to their importance.

d. Please tell me where and when we can see your EMR, gifted, ESL, bilingual education, and/or remedial class in (subject) programs in operation. NOTE: SEND OBSERVERS TO ESL CLASSES.

TABLE I. SPECIAL PROGRAMS

PROGRAM	Yes	No	Time	Place	Criteria	Rank Order of Importance
EMR						
Gifted						
Homogeneous Groups						

School and District No._____ Date_____
Access No._____ Interviewers Initials_____

TABLE I. SPECIAL PROGRAMS (cont.)

PROGRAM	Yes	No	Time	Place	Criteria	Rank Order of Importance
ESL						
Bilingual Education						
Remedial Reading						
Other Remedial Programs (Specify Subject)						
Other (Specify)						
Other (Specify)						

School and District No. _____ Date _____
Access No. _____ Initials of Interviewer _____

TABLE I. SPECIAL PROGRAMS (cont.)

PROGRAM	Yes	No	Time	Place	Criteria	Rank Order of Importance
Others (Specify)						
Others (Specify)						
Others (Specify)						
Others (Specify)						
Others (Specify)						

School and District No._____ Date_____
Access No._____ Interviewers Initials_____

0105:06

6. Since the beginning of this school year, how many children have been moved into or out of the EMR program?

7. ASK ABOUT EACH CHILD THAT HAS BEEN CHANGED:
   a. What is his name or initials? Grade? Ethnicity?
   b. Did he move in or out of an EMR class?
   c. What was the reason for changing?

TABLE II. CHANGE IN EMR PLACEMENT

Name or Initials	Grade	Ethnicity (M, A, N, O)	In	Out	Reasons for Change

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

8. Which of the following extracurricular activities does this school have? CHECK "YES" OR "NO" ON TABLE III.

9. In which of the extracurricular activities do Mexican Americans participate more than others? Which ones less?

MORE LESS

10. ASK FOR EACH ACTIVITY NAMED BY THE PRINCIPAL, THE FOLLOWING QUESTIONS. RECORD THE ANSWERS IN THE SPACE PROVIDED.

a. What are the academic or behavioral requirements which must be met before a student can participate in that activity? PROBE IF NO ANSWER OR UNSATISFACTORY ANSWER GIVEN, ASK: What type of conduct or behavior could cause a student to be excluded from this activity?

b. Are there any dues associated with membership or participation in that activity? If so, how much?

c. Are there any costs to the student who participates--for equipment or supplies? If so, what is to be purchased? What is the approximate cost?

d. Are there any provisions for paying these costs if the student is unable to do so?

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

TABLE III. EXTRACURRICULAR ACTIVITIES

Activities	Yes	No	Requirements	Dues	Equipment	Cost
Baseball Team				0601		0602:03
Basketball Team				0605		0606:07
Football Team				0609		0610:11
Cheerleaders				0613		0614:15
Band						
Swimming Team				0617		0618:19
Tennis Team				0621		0622:23
Track or Cross Country Team				0625		0626:27
Choir and Glee Club				0629		0630:31
ROTC				0633		0634:35
ROTC Drill Team				0637		0638:39
Girls Drill Team				0641		0642:43
Dramatics Club				0649		0650:51
Foreign Lang. Club				0653		0654:55
Public Speaking Club				0657		0658:59

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

TABLE III. (Cont.)

Activities	Yes	No	Requirements	Dues	Equipment	Cost
Science Club				0661		0662:63
Mexican American Club						

ERIC

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

11. ASK: Are there any situations--probably instructional, e.g., at a science fair, in vocational education or gym classes--other than those we have already discussed in which the child has to purchase his own equipment or supplies? If so please describe the situation, the equipment, and the approximate cost.

RECORD ANSWERS IN THE SPACE BELOW.

TABLE IV. OTHER SCHOOL COSTS

Situation	Equipment or Supplies	App. Cost
		0701:02
		0703:04
		0705:06
		0707:08
		0709:10
		0711:12
		0713:14
		0715:16
		1717:18

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

Yes	No
0113-1	0113-2

12. ASK: Does this school have a student council? RECORD "YES" OR "NO" IN THE SPACE TO THE LEFT. IF "YES", ASK THE QUESTIONS IN THE BOX BELOW.

0114:15

12a. How often does it meet? RECORD THE NUMBER OF WEEKS BETWEEN MEETINGS IN THE SPACE TO THE LEFT.

0116

12b. How are students selected for membership, student vote, teacher selection or other means? RECORD THE ANSWER BELOW.

Regular Members	Officers

0117

12c. Whom does each student council member represent, for example, his homeroom, club, or class? RECORD THE ANSWER(S) BELOW.

0118:21

12d. What are the academic or behavioral requirements which must be met before a student is eligible for membership in the student council? For example, is there a grade point requirement? RECORD THE ANSWER BELOW.

Regular Members	Officers

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

0122:33

12e. In the past year has the council made any recommendations concerning school policy or procedures? If so, please describe them. RECORD THE ANSWER BELOW.

0124:28

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____

0129:30

12f. ASK, IF THE ANSWER TO 12e WAS "YES": Have any of these decisions been implemented? If so, please describe which ones and how. RECORD THE ANSWERS BELOW.

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

Yes	No
0113-1	0131-2

13. ASK: Aside from the student council, does this school have any kind of student advisory committee perhaps advisory to you or to a curriculum committee or something of that sort? RECORD "YES" OR "NO" IN THE SPACE TO THE LEFT. IF "YES" ASK THE QUESTIONS IN THE BOX BELOW.

0132:33

13a. How often does it meet? RECORD THE NUMBER OF WEEKS BETWEEN MEETINGS IN THE SPACE TO THE LEFT.

0134

13b. How are students selected for membership? RECORD THE ANSWER BELOW. PROBE TO DETERMINE THE CONSTITUENCY.

0136:39

13c. What are the academic or behavioral requirements which must be met before a student is eligible for membership in the student committee? For example, is there a grade point requirement? RECORD THE ANSWER BELOW.

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

0140:41

13d. In the past year has the committee made any recommendations concerning school policy and procedures? If so, please describe them. RECORD THE ANSWERS BELOW.

1._____
2._____
3._____
4._____
5._____
6._____

0142:46

0147:48

13e. ASK, IF THE ANSWER TO 13d WAS "YES": Have any of these decisions been implemented? If so, please describe which ones and how. RECORD THE ANSWERS BELOW.

_____
_____
_____
_____
_____
_____
_____

Yes	No
0149-1	0149-2

14. ASK: Does this school--not the district--have any kind of parent advisory committee? RECORD "YES" OR "NO" IN THE SPACE TO THE LEFT. IF "YES", ASK THE QUESTIONS IN THE BOX BELOW.

14a. What is the role of the committee? RECORD ANSWERS BELOW.

_____
_____
_____
_____

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

0150:51

14b. How often does it meet? RECORD THE NUMBER OF WEEKS BETWEEN MEETINGS IN THE SPACE TO THE LEFT.

0152

14c. How are parents selected for membership? RECORD THE ANSWER BELOW. PROBE TO DETERMINE THE CONSTITUENCY.

_____
_____
_____
_____
_____

0154:56

14d. What, if any requirements must be met before a parent is eligible for membership in the parent advisory committee? RECORD THE ANSWER BELOW.

_____
_____
_____
_____
_____

0157:58

14e. In the past year has the committee made any recommendations concerning school policy or procedures? If so, please describe them.

0159:63

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

0164:65

14f. ASK, IF THE ANSWER TO 14e WAS "YES": Have any of these decisions been implemented? If so, please describe which ones and how. RECORD THE ANSWERS BELOW.

_____
_____
_____
_____
_____

_____

0201:02

15. ASK: Most schools have rules or guidelines about how students should dress, or how old they must be to ride bicycles or drive automobiles to school, or speaking Spanish in school. Do you have rules or guidelines that govern these or other things? RECORD THE NUMBER OF RULES IN THE SPACE TO THE LEFT. IF ANY RULES, ASK THE QUESTIONS IN THE BOX BELOW.

TABLE V. RULES OR GUIDELINES FOR STUDENTS

Do you have any rules or guidelines pertaining to (see below)? Do you have any other rules or guidelines relating to student behavior? What is the usual penalty for the first offender? The repeated offender?

Area of Rule	PENALTIES: First Offense	Repeated Offense
Dress and Grooming	0204	
Hall Traffic	0206	
Smoking	0208	
Drug Use	0210	
Spanish	0212	

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

TABLE V. RULES OR GUIDELINES FOR STUDENTS (cont.)

Area of Rule	PENALTIES	
	First Offense	Repeated Offense
Transportation	0214	

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

16. ASK: Please identify by name or other means the last 10 children who have been expelled this year.

FOR EACH STUDENT NAMED BY THE PRINCIPAL ASK: What is the sex of the student? Grade? Ethnicity? Why was the student expelled? PROBE TO DETERMINE EXACT STUDENT BEHAVIOR.

TABLE VI. STUDENT EXPULSON

ID	Sex	Grade	Eth.	REASON
	0303	0304	0305	0306
	0309	0310	0311	0312
	0315	0316	0317	0318
	0321	0322	0323	0324
	0327	0328	0329	0330
	0333	0334	0335	0336
	0339	0340	0341	0342
	0345	0346	0347	0348
	0351	0352	0353	0354
	0357	0358	0359	0360

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

17. ASK: Please identify by name or other means the last ten children who have been suspended this year? What was the length in days of suspension? What is the sex of the student? Grade? Ethnicity? Why was the student suspended? PROBE TO DETERMINE EXACT STUDENT BEHAVIOR.

TABLE VII. STUDENT SUSPENSION

ID	Length In Days	Sex	Grade	Eth.	Reason
		0303	0304	0305	0306
		0309	0310	0311	0312
		0315	0316	0317	0318
		0321	0322	0323	0324
		0327	0328	0329	0330
		0333	0334	0335	0336
		0339	0340	0341	0342
		0345	0346	0347	0348
		0351	0352	0353	0354
		0357	0358	0359	0360

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

18. There is strong evidence that Mexican American children read less well than their Anglo peers. To what do you attribute this fact.

0236	0237	0238	0239	0240

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

19. ASK: According to the 1960 Census Mexican Americans in the Southwest have about 8.1 years of education. To what do you attribute this fact?

0241	0242	0243	0244	0245

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

20. ASK: Many educators have noted that Mexican American parents do not visit the schools or participate in school related activities as often as their Anglo peers. To what do you attribute this fact?

0246	0247	0248	0249	0250

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

21. ASK: Because minority groups have complained that intelligence tests are biased against their children, several large school districts have eliminated intelligence testing. How do you feel about using intelligence tests with Mexican American children?

0251	0252	0253	0254	0255

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____

22. ASK: Do you have any full-time counselors on your staff? If so, please tell me their names and how I can get an appointment with them.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

23. ASK: Often in schools some staff members other than full-time counselors have counseling responsibilities. Are any of your staff assigned some counseling responsibilities? If so, please tell me their names and where I am most likely to be able to locate them.

_____

_____

_____

_____

_____

_____

24. ASK: May I have a copy of the last year's school Annual? Where can I obtain a copy of (a) last year's school literary annual, (b) a volume containing the issues of last year's school newspaper, (c) this year's student handbook, (d) this year's teachers' handbook, (e) this year's report card form?

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____
District Name_____
School Name_____

INTERVIEW SCHEDULE FOR COUNSELORS (STUDENTS)

Counselor's Name:_____Ethnicity: M, A, N, O

ASK: Please tell me the names of the last 10 students you have counselled with. RECORD THE NAMES OF THESE STUDENTS IN THE TABLE BELOW.

ASK THE FOLLOWING QUESTIONS ABOUT EACH STUDENT. RECORD THE ANSWERS IN THE SPACE PROVIDED.

a. What is the student's sex? Grade? Ethnicity?
b. What was the principal cause for the conference? If "PERSONAL" OR "DISCIPLINE" OR OTHER GENERAL HEADING TRY TO OBTAIN GREATER SPECIFICITY.
c. Did you contact him, did he refer himself, or was he referred by someone else? IN THE COLUMN LABELED "Ini." (INITIATION) USE THE FOLLOWING CODE.

C--Counselor
P--Parent
S--Student
T--Teacher
A--Administrator
O--Other

ID	Sex	Gr.	Eth.	Ini.	Cause
	0501	0502	0503	0504	0505
	0506	0507	0508	0509	0510
	0511	0512	0513	0514	0515
	0516	0517	0518	0519	0520
	0521	0522	0523	0524	0525
	0526	0527	0528	0529	0530
	0531	0532	0533	0534	0535
	0536	0537	0538	0539	0540
	0541	0542	0543	0544	0545
	0546	0547	0548	0549	0550

School and District No._____ Date_____
Access No._____ Initials of Interviewer_____
District Name_____
School Name_____

INTERVIEW SCHEDULE FOR COUNSELORS (PARENTS)

Counselor's Name._____ Ethnicity: M, A, N, O

ASK: Please tell me the names, initials, or other identification of the last 10 parents you have counselled with. RECORD THE NAMES OR OTHER I.D. IN TABLE BELOW.

ASK THE FOLLOWING QUESTIONS ABOUT EACH NAME. RECORD ANSWERS BELOW.

a. What is _____(name)'s_____ ethnicity (M, A, N, O)?
b. Did you contact _____(name)_____, did he come in on his own, or was he referred by someone else?

IN THE COLUMN LABELED "Ini." (INITIATION) USE THE FOLLOWING CODE.

C--Counselor
P--Parent
S--Student
T--Teacher
A--Administrator
O--Other

c. What was the principal cause for the conference? IF "PERSONAL" OR "DISCIPLINE" OR OTHER GENERAL HEADING TRY TO OBTAIN GREATER SPECIFICITY.

ID	Eth.	Ini.	Cause
	0401	0402	0403
	0404	0405	0406
	0407	0408	0409
	0410	0411	0412
	0413	0414	0415
	0416	0417	0418
	0419	0420	0421
	0422	0423	0424
	0425	0426	0427
	0428	0429	0430

School and District Code No._____ Date_____
Access No._____ Interviewers initials_____
School Name_____ District Name_____

SCHOOL PROTOCOL

A. School Exterior

1. Indicate in the space below the condition of the exterior of the main building.

New or Excellent	Satisfactory	Needs Repair
2001-1	2001-2	2001-3

2. Indicate in the space below the approximate amount of the playground surfaced with the materials stated.

SURFACE	Percent Approx.
Grass	2002-1
Sand, dirt, gravel, etc.	2003-1
Cement, blacktop, etc.	2004-1

3. Obtain data to complete table on special programs on the following page.

School and District Code No._____ Date_____
Access No._____ Interviewers initials_____

ETHNIC COMPOSITION SPECIAL PROGRAMS

Program	Time	Place	Team Leader's Count M	A	N	O	Teacher's Count M	A	N	O
EMR			2501:02	2503:04	2505:06	2507:08	2509:10	2511:12	2513:14	2515:16
EMR			2517:18	2519:20	2521:22	2523:24	2525:26	2527:28	2529:30	2531:32
EMR			2533:34	2535:36	2537:38	2539:40	2541:42	2543:44	2545:46	2547:48
EMR										
EMR										
EMR										
Gifted			2701:02	2703.04	2705:06	2707:08	2709:10	2711:12	2713:14	2715:16
Gifted			2717:18	2719:20	2721:22	2723:24	2725:26	2727:28	2729:30	2731:32
Gifted			2733.34	2735:36	2737:38	2739:40	2741:42	2743:44	2745:46	2747:48
ESL										
ESL										
ESL										
ESL										
ESL										
ESL										

School and District Code No._____ Date_____
Access No._____ Interviewers initials_____

ETHNIC COMPOSITION SPECIAL PROGRAMS (cont.)

			Team Leader's Count				Teacher's Count			
Program	Time	Place	M	A	N	O	M	A	N	O
BLE										
BLE										
BLE										
BLE										
BLE										
BLE										
BLE										
BLE										
BLE										
BLE										
Remedial Reading										
Remedial Reading										
Remedial Reading										
Remedial Reading										
Remedial Reading										
Remedial Reading										

School and District Code No._____ Date_____
Access No._____ Interviewers initials_____ ____

4. OBTAIN DATA WITH WHICH TO COMPLETE THE FORM BELOW FOR THE TOTAL SCHOOL. REPORT THE NUMBER OF CHILDREN IN EACH CELL.

Mexican American-	Anglo	Negro	Other
2401:04	2409:12	2417:20	2425:28

5. OBTAIN A MASTER ABSENSE LIST FOR THE DAY BEFORE YESTERDAY. COMPLETE THE FORM BELOW ENTERING THE NUMBER OF CHILDREN IN EACH CLASSIFICATION.

Absence	Mexican American	Anglo	Negro	Other
Excused	2433:34	2435:36	2437:38	2439:40
Unexcused	2441:42	2443:44	2443:46	2445:48

6. ASK THE SCHOOL SECRETARY: What is the definitions of "unexcused absence"? WRITE THE DEFINITION IN THE SPACE BELOW.

Excused absence _____

_____

_____

_____

_____

_____

School and District No._____ Date_____
Access No._____ Interviewers initials_____
District Name_____ School Name_____
Teacher Name_____ AG_____
Classroom No._____ Grade_____ Period_____

1. Use the space on page T.2 as follows:

   a. On the seating chart on the following page, record the seating patterns in the classroom. In each block record:

      NS - No seat
      NO - Not occupied
      M - Mexican American
      A - Anglo
      N - Negro
      O - Other

   b. Draw the teacher's desk, if one is present. [T]

   c. If 50% or more of the children face in one direction, indicate the focal point. ⊕

   d. Draw any seats occupied by isolated children outside the main body, and indicate (M, A, N, O) the ethnicity of the child in that seat. [N]

   e. Draw any windows. ----

   f. If any of the items called for in directions b-e are not present, indicate this fact by drawing a line through that direction.

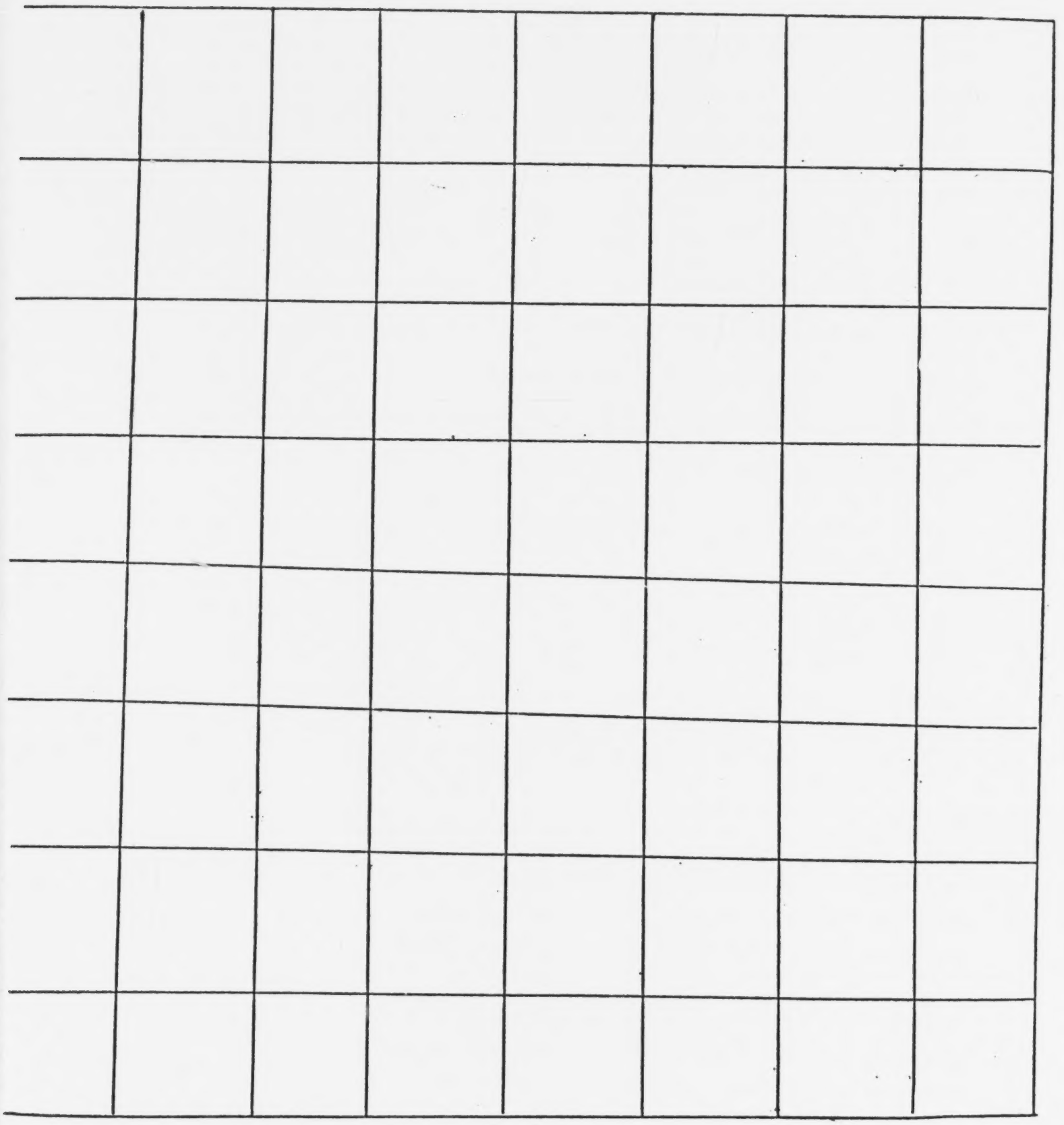
2. Ask the teacher: Please tell me what college degree or degrees you hold. Record the answer below.

Doctorate	Masters	Bachelors	None
1001-1	1001-2	1001-3	1001-4

3. Ask the teacher: Have you had any in-service courses dealing with the education of the Mexican American child in relation to his cultural and linguistic differences? If so, describe.

Yes	No
1002-1	1002-2

SEATING CHART



T. 2

CCL

School and District No._____ Date_____
Access No._____ Classroom No._____
Teacher Name_____ Grade_____ Period_____

4. Ask the teacher the following question. Record the answers in the grid below:

Please help me to identify the ethnicity of the children in the room today. How many children in the room are Mexican American, Anglo, Negro, or of other ethnic background? You should use "other" for children of Oriental or American Indian background.

	Your Classification	Teacher's Classification
MA		
A		
N		
O		
T		

5. Ask the teacher: How do you decide where each child will sit? Record the answer below:

_____

_____

_____

6. Indicate the ethnicity of the teacher in the space below.

MA	A	N	O
2209-1	2209-2	2209-3	2209-4

7. Indicate the age of the teacher in the space below.

20's	30's	40's	50's	60's
2210-1	2210-2	2210-3	2210-4	2210-5

8. Indicate the sex of the teacher in the space below.

M	F
2211-1	2211-2

School and District No._____ Date_____
Access No._____ Classroom No._____
Teacher Name _____ Grade_____ Period_____

9. Record information on children's furnishing in the spaces below.

	Number of fixed student seats
2329:30	

	Number of movable student seats
2331:32	

	Number of inappropriately sized student seats
2333:34	

10. Describe the general condition of student seating in the space below.

New or Excellent	Satisfactory	Need Repair/Maintenance
2335-1	2335-2	2335-3

2201:04

11. Indicate the size of the classroom in the space to the left. Pace length and width and record approximate square footage.

12. Indicate whether or not the classroom is airconditioned.

Yes	No
2208:1	2203:2

13. Describe the condition of the classroom floors in the space below.

New or Excellent	Satisfactory	Need Repair/Maintenance
2216-1	2216-2	2216-3

14. Describe the condition of the classroom wals in the space below.

New or Excellent	Satisfactory	Need Repair/Maintenance
2217-1	2217-2	2217-3

15. Look out the windows. Indicate whether you can see any of the following within fifty feet. Record in the table below.

No. of Trees	Grass		Shrubs, Flowers	
	Yes	No	Yes	No
2231:32	2233-1	2233-2	2234-1	2234-2

T.4

School and District No._____ Date_____
Access No._____ Classroom No._____
Teacher Name_____ Grade_____ Period_____

16. Look around the room. In the table below indicate whether each of the pieces of equipment appears to be present and if so whether or not it is in use.

	In Use or set up	No Evidence of Use	Not In Room
Motion picture projector	2235-1	2235-2	2235-3
Film strip or Slide projector	2236-1	2236-2	2236-3
Overhead projector	2237-1	2237-2	2237-3
Opaque projector	2238-1	2238-2	2238-3
Tape recorder	2239-1	2239-2	2239-3
Record player	2240-1	2240-2	2240-3
Microscopes	2241-1	2241-2	2241-3
Bioscope	2242-1	2242-2	2242-3
Terrarium	2243-1	2243-2	2243-3
Aquarium	2244-1	2244-2	2244-3
SRA or other Reading Kits	2245-1	2245-2	2245-3
Encyclopedia	2246-1	2246-2	2246-3
Musical instruments	2247-1	2247-2	2247-3
Maps	2248-1	2248-2	2248-3
Globes	2249-1	2249-2	2249-3
Area Rug	2250-1	2250-2	2250-3
Viewing Screen	2251-1	2251-2	2251-3
Mexican Content Books	2252-1	2252-2	2252-3
Books in Spanish	2253-1	2253-2	2253-3
Piano	2254-1	2254-2	2254-3
Television			
Other, specify			

School and District Code No._____ Date_____

Access No._____ Classroom No._____

District Name_____ Grade_____ Period_____

School Name_____ CP_____

Teacher Name_____ AG_____

Observer's Initials_____

	MA	A	N	O	C	For office use only
1						
	1003:04	1023:24	1043:44	1101:02	1121:22	1141:42
2						
	1005:06	1025:26	1045:46	1103:04	1123:24	1143:44
3						
	1007:08	1027:28	1047:48	1105:06	1125:26	1145:46
4						
	1009:10	1029:30	1049:50	1107:08	1127:28	1147:48
5						
	1011:12	1031:32	1051:52	1109:10	1129:30	1149:50
6						
	1013:14	1033:34	1053:54	1111:12	1131:32	1151:52
7						
	1015:16	1035:36	1055:56	1113:14	1133:34	1153:54
8						
	1017:18	1037:38	1057:58	1115:16	1135:36	1155:56
9						
	1019:20	1039:40	1059:60	1117:18	1137:38	1157:58
10						
	1021:22	1041:42	1061:62	1119:20	1139:40	1159:60
11						
						1161:62

School and District Code No._____ Date_____ Int. Initials_____

Access No._____ Classroom No._____

District Name_____ Grade_____ Period_____

School Name_____ CP_____

Teacher Name_____ AG_____

TOTAL					I			III			V		
M	A	O	T	A0 (TP-PT)	M	A	O	M	A	O	M	A	O
1201	1207	1213	1219	A1 t wks w ind p									
1202	1208	1214	1220	A2 t wks w sm gp									
1203	1209	1215	1221	A3 t qu, p ans									
1204	1210	1216	1222	A4 t ans, p qu									
1205	1211	1217	1223	A5 t ign p qu									
1206	1212	1218	1224	A6 t lds sng, ex, gm									
				B0 (TP)									
			1225	B1 t lctrs									
			1226	B2 t rds, tls sty									
			1227	B3 t tks to cls									
			1228	B4 t illus at bd									
			1229	B5 t illus at mp, cht									
			1230	B6 t dmstrs									
			1231	B7 t shws fm, sld, plys rcd									
			1232	B8 t pss ppr, bks									
				C0 (T)									
			1233	C1 t wrks at dsk									
			1234	C2 t clns, dcrts rm									
			1235	C3 t wrts on, dcrts bd									
			1236	C4 t tks to vstr									
			1237	C5 t lvs, entrs rm									

School and District Code No._____ 2

Access No._____ Classroom No._____

Teacher Name_____ Grade_____ Period_____

TOTAL					I			III			V		
M	A	O	T	DO (P)	M	A	O	M	A	O	M	A	O
1301	1310	1319	1328	D1 p rds, stdys at st									
1302	1311	1320	1329	D2 p wrts, mhps at st									
1303	1312	1321	1330	D3 p pnts, cts, drws, etc.									
1304	1313	1322	1331	D4 p wks at bd									
1305	1314	1323	1332	D5 p dcrts rm, bd									
1306	1315	1324	1333	D6 p clns rm, bd									
1307	1316	1325	1334	D7 p rsts, has snk									
1308	1317	1326	1335	D8 p lvs, entrs rm									
1309	1318	1327	1336	D9 p pts hnds on hd, etc.									
M	A	O	T	E0 (PP)	M	A	O	M	A	O	M	A	O
1401	1411	1421	1431	E1 p tks to gp									
1402	1412	1422	1432	E2 p rcts									
1403	1413	1423	1433	E3 p rpts, gvs prpd tk									
1404	1414	1424	1434	E4 p rds ald									
1405	1415	1425	1435	E5 p dmstrs, illus									
1406	1416	1426	1436	E6 p gvs skt, ply									
1407	1417	1427	1437	E7 p sngs, pl instr									
1408	1418	1428	1438	E8 p plys gm									
1409	1419	1429	1439	E9 p interps									
1410	1420	1430	1440	E10 p lds cls									
M	A	O	T	F0 (PM)	M	A	O	M	A	O	M	A	O
1441	1447	1453	1459	F1 p ign t qu									
1442	1448	1454	1460	F2 p scfls, fts									
1443	1449	1455	1461	F3 p wsprs									
1444	1450	1456	1462	F4 p lghs									
1445	1451	1457	1463	F5 p pss ppr, bks, mlk									
1446	1452	1458	1464	F6 p tks to vstr									

School and District Code No._____

Access No._____ Classroom No._____

Teacher Name_____ Grade_____ Period_____

Tot	I	III	V	Soc (Gpg) Adm	I	III	V	Tot
1501				G1 at lst 1/2 cl in gp w t				1508
1502				G2 at lst 1/2 cl in gp w/o t				1509
1503				G3 4 p to 1/2 cl in gp w t				1510
1504				G4 4 p to 1/2 cl in gp w/o t				1511
1505				G5 2-3 p in gp w t				1512
1506				G6 2-3 p in gp w/o t				1513
1507				G7 p as ind				1514
Tot	I	III	V	T (Mtls) P	I	III	V	Tot
1505				L1 Blbd				1526
1516				L2 Mp, Cht, Pctr				1527
1517				L3 Sld, Fm, etc.				1528
1518				M Audio Aid				1529
1519				N5 Obj				1530
1520				N6 Spec Tchg Aid				1531
1521				O no Mtls				1532
1522				P1 Txt, Wkbk				1533
1523				P2 Supl Rdg Mtr				1534
1524				Q Wrtg				1535
1525				R Hcft, Art				1536

TOTAL					I			III			V		
M	A	O	T	(Sns)	M	A	O	M	A	O	M	A	O
1601	1610	1619	1628	S2 t mvs frly									
1602	1611	1620	1629	S3 p mvs frly									
1603	1612	1621	1630	S5 t cls p dr, etc.									
1604	1613	1622	1631	S6 t shws afct f p									
1605	1614	1623	1632	S7 p shws afct f t									
1606	1615	1624	1633	S8 p shws ho t t									
1607	1616	1624	1634	S9 p shws ho t p									
1608	1617	1626	1635	S10 t uses srcsm									
1609	1618	1627	1636	S11 t yls									

School and District Code No._____

Access No._____ Classroom No._____

Teacher Name_____ Grade_____ Period_____

TOTAL					II			IV			VI		
M	A	O	T		M	A	O	M	A	O	M	A	O
1701:02	1717:18	1733:34	1749:50	K1									
1703:04	1719:20	1735:36	1751:52	K2									
1705:06	1721:22	1737:38	1753:54	K3									
1707:08	1723:24	1739:40	1755:56	K4									
1709:10	1725:26	1741:42	1757:58	K5									
1711:12	1727:28	1743:44	1759:60	K6									
1713:14	1729:30	1745:46	1761:62	K7									
1715:16	1731:32	1747:48	1763:64	K8									

Full List of Items on the OScAR

A1	teacher works with individual pupil
A2	teacher works with small group
A3	teacher questions, pupil answers
A4	teacher answers pupil question
A5	teacher ignores pupil question
A6	teacher leads singing, exercises, or games
B1	teacher lectures
B2	teacher reads or tells story
B3	teacher talks to class
B4	teacher illustrates at board
B5	teacher illustrates at map or chart
B6	teacher demonstrates
B7	teacher shows film or slide or plays records
B8	teacher passes papers or books
C1	teacher works at desk
C2	teacher cleans or decorates room
C3	teacher writes on or decorates board
C4	teacher talks to visitor
C5	teacher leaves or enters room
D1	pupil reads or studies at seat
D2	pupil writes or manipulates at seat
D3	pupil paints, cuts, draws, etc.
D4	pupil works at board
D5	pupil decorates room or board
D6	pupil cleans room or board
D7	pupil rests or has snack
D8	pupil leaves or enters room
D9	pupil puts hands on head, etc.
E1	pupil talks to group
E2	pupil recites
E3	pupil reports or gives prepared talk
E4	pupil reads aloud
E5	pupil demonstrates or illustrates
E6	pupil gives skit or play
E7	pupil sings or plays instruments
E8	pupil plays at games
E9	pupil interrupts
E10	pupil leads class
F1	pupil ignores teacher questions
F2	pupiil scuffles or fights
F3	pupil whispers
F4	pupil laughs
F5	pupil passes papers, books, or milk
F6	pupil talks to visitor
G1	at least $\frac{1}{2}$ class in group with teacher
G2	at least $\frac{1}{2}$ class in group without teacher
G3	4 pupils to $\frac{1}{2}$ class in group with teacher
G4	4 pupils to $\frac{1}{2}$ class in group without teacher
G5	2-3 pupils in group with teacher
G6	2-3 pupils in group without teacher
G7	pupil as individual

Full List of Items on the OScAR (cont.)

S2 teacher moves freely
S3 pupil moves freely
S5 teacher calls pupil "dear", etc.
S6 teacher shows affection for pupil
S7 pupil shows affection for teacher
S8 pupil shows hostility toward teacher
S9 pupil shows hostility toward pupil
S10 teacher uses sarcasm
S11 teacher yells
L1 bulletin board used
L2 map, chart, or picture used
L3 slide, film, etc. used
M audio aid used
N5 object used
N6 special teaching aid used
O no materials used
P1 text or workbook used
P2 supplementary reading materials used
Q writing was an activity
R handicraft or art was an activity

K1 look or gesture which expresses approval of or affection for a pupil
K2 teacher accepts feeling, praises or encourages, or accepts or uses ideas of student; teacher asks question which has the intent of drawing a child out or of furthering something upon which the child is already embarked
K3 teacher asks question which has an obvious problematic nature; teacher gives information which is tied directly to the development of a problem for the child to solve
K4 teacher questions and information giving which does not fit either K2 or K3; essentially content oriented
K5 teacher gives directions, commands, or orders to which a student is expected to comply
K6 teacher criticizes student
K7 teacher look or gesture which is hostile or reproving
K8 teacher justifies authority

U. S. Commission on Civil Rights
Field Study Supplement

District: _____

School: _____

Address: _____

_____

_____

Contact Person: _____

Address: _____

Phone No: _____

_____

1). What percent of the Spanish Surnamed pupils in this school come from families with a total annual income of: (Estimate.)

A. Below $3,000? _____ B. Over $10,000?_____

2). What percent of the Anglo pupil in this school come from families with a total annual income of: (Estimate.)

A. Below $3,000?_____ B. Over $10,000?_____

3). What percent of Negro pupils in this school come from families with a total annual income of: (Estimate.)

A. Below $3,000 _____ B. Over $10,000 _____

4). What percent of the Other pupils in this school come from families with a total annual income of: (Estimate.)

A. Below $3,000 _____ B. Over $10,000 _____

5). What percent of the Spanish Surnamed pupils in this school come from families in which the highest educational attainment level of the head of the household is: (Estimate.)

A. 0-8 years? _____ %

B. High school? _____ %

C. College? _____ %

D. Total 100 %

6). What percent of the Anglo pupils in this school come from families in which the highest educational attainment level of the head of the household is: (Estimate.)

A. 0-8 years? _____ %

B. High School? _____ %

C. College? _____ %

D. Total 100 %

7). What percent of the Negro pupils in this school come from families in which the highest educational attainment level of the head of of the household is: (Estimate).

A. 0-8 years? _____ %

B. High School? _____ %

C. College? _____ %

D. Total 100 %

8). What percent of the Other pupil in this school come from families in which the highest educational attainment level of the head of the household is: (Estimate.)

A. 0-8 years? _____ %

B. High School? _____ %

C. College? _____ %

D. Total 100 %

U.S. Commission on Civil Rights
Field Study Supplement

District:_____

School:_____

Address:_____

_____

_____

Contact
Person: _____

Address:_____

Phone
No.: _____

_____

1). What percent of the Spanish Surnamed pupils in this school come from families with a total annual income of: (Estimate.)

A. Below $3,000?_____ B. Over $10,000?_____

2). What percent of the Anglo pupil in this school come from families with a total annual income of: (Estimate.)

A. Below $3,000?_____ B. Over $10,000?_____

3). What percent of Negro pupils in this school come from families with a total annual income of: (Estimate.)

A. Below $3,000_____ B. Over $10,000_____

4). What percent of the Other pupils in this school come from families with a total annual income of: (Estimate.)

A. Below $3,000_____ B. Over $10,000_____

5). What percent of the Spanish Surnamed pupils in this school come from families in which the highest educational attainment level of the head of the household is: (Estimate.)

A. 0-8 years? _____ %

B. High school? _____ %

C. College? _____ %

D. Total 100 %

6). What percent of the Anglo pupils in this school come from families in which the highest educational attainment level of the head of the household is: (Estimate.)

A. 0-8 years? _____ %

B. High School? _____ %

C. College? _____ %

D. Total 100 %

7). What percent of the Negro pupils in this school come from families in which the highest educational attainment level of the head of of the household is: (Estimate).

A. 0-8 years? _____ %

B. High School? _____ %

C. College? _____ %

D. Total 100 %

8). What percent of the Other pupil in this school come from families in which the highest educational attainment level of the head of the household is: (Estimate.)

A. 0-8 years? _____ %

B. High School? _____ %

C. College? _____ %

D. Total 100 %

APPENDIX K

AN ASSESSMENT OF QUALITY OF DATA FROM THE FIELD STUDY

Assessment of the quality of data obtained from field study instruments is based on the experience and opinions of staff members who conducted interviews, observed classroom interaction, and collected other data from school staff and school records.

Interview Schedule For Principals

1. Ethnic background of principal: Data are satisfactory.
2. School construction date: Insufficient data were gathered to determine accurately the age of the school. Principals were asked in what year the majority of rooms were built but not what proportion of them were constructed in that year. Therefore, age of the buildings can only be a gross estimate.
3. Ethnic composition of enrollment: Data are satisfactory, and were entered in question 4 of the School Protocol Form.
4. Ability grouping: Data are satisfactory.
5. (EMR): States prescribe criteria for placing students in classes for the educable mentally retarded (EMR). However, some districts have additional criteria.
5. (Gifted): There appeared to be a difference of opinion among principals in defining a program for the gifted. Some regarded it as a program for students with a high IQ and others as one for pupils with a high IQ and high achievement. Others also considered independent study programs with varying degrees of

faculty supervision as a program for the gifted, while some principals of schools with a few students on independent study projects in some subjects did not judge such activity as being for the gifted. Few principals felt their school offered what could strictly be termed a gifted students program.

5. (Other programs). Several schools in California had programs for the educationally handicapped. They are designed for students whose measured IQ does not qualify them as mentally retarded but who are having serious academic difficulties. In addition, a number of schools in Texas had Cooperative Vocational Academic Education (CVAE) programs. According to school principals, the purpose of this program is to provide vocational training for students with serious problems who appear to be potential dropouts.

6 & 7. EMR reclassifications: Schools with EMR programs reported very few students who had been moved into or out of the program during the 1970-71 school year. Valid analyses cannot be made.

8. Existence of extracurricular activities: Data are satisfactory.

9. Chicano participation in extracurricular activities: There were few responses to this question.

10a. Academic and behavioral requirements for extracurricular participation: Academic requirements for participation in sports and other intermural activities are established by the

State associated student body organization with which most schools are affiliated. Few schools impose stricter academic requirements for participation. If any school had any behavioral requirements, they were usually stated in very general terms, e.g.,"no serious discipline problems". In most cases interpretation of what constitutes a serious discipline problem appeared to be made on an individual-by-individual basis at the discretion of school staff. Few schools had any written policy defining behavior for which students could be excluded from participation in extracurricular activities.

10b. Dues: Few school organizations assess dues. For those organizations that do, the dues are minimal. Some principals stated that students who participate in sports and other intermural activities must pay standard membership dues to the associated student body organization. Most organizations, however, obtain nearly all of their money through a variety of fund raising activities.

10c. Purchase of equipment and supplies: The type of equipment or supplies students must purchase to participate in extracurricular activities does not vary greatly from school to school. Costswere sometimes expressed as a minimum and maximum expense, determined by the students' election to buy optional equipment and/or the quality of articles purchased. There were several

indications that principals were not fully aware of the cost of equipment and supplies and yet other evidence that the estimates they gave differed substantially from the actual cost. On a number of occasions principals either called, or referred the interviewer to, another school staff person who was more likely to have accurate knowledge of costs. A few times the principal ventured an estimate, then deferred to another individual to confirm his estimate. Generally, the principal's estimate was incorrect.

10d. School provisions to pay costs: The interviewers often failed to ask this question. However, several principals volunteered that their school makes provisions for paying the costs of participation in extracurricular activities. Nevertheless, mere knowledge that schools do provide aid is insufficient information to calculate actual cost to each student and to evaluate the extent to which such aid encourages some students to participate in activities when they might not otherwise do so.

11. Other costs to student: Since this was an open-ended question, the comprehensiveness of the principals response depended upon his ability to recall situations in which students would have to purchase their own equipment and supplies and upon the thoroughness of the interviewers' probing. It is likely that the list

fails to cover many situations. On several occasions in order to obtain cost estimates, principals referred to the school staff members most closely associated with a given activity. Expenses were often expressed in terms of minimum and maximum cost. In many schools, provisions are made for financial aid to needy students, or for recovery of cost through sale of articles purchased or manufactured.

12. Existence of student council: Data are satisfactory.

12a. Frequency of council meetings: There is very little difference among schools in the frequency of student council meetings.

12b. Selection of council members and officeres: Data are satisfactory.

12c-f. Membership requirements and council recommendations: Data are satisfactory.

13. Existence of a student advisory committee: Data are satisfactory.

13a-e. Characteristics of student advisory committees: Very few schools have student advisory committees apart from the student council. Data on these committees, where they exist, are satisfactory.

14. Existence of parent advisory committee: Data are satisfactory.

14a. Role of committee: All parent advisory committees were composed of either (a) members of the PTA Executive Board, which performed in an advisory capacity in the opinion of the principal, or (b) members of an ESEA Title I committee, the formation of which is required by Federal law of schools receiving Title I money.

14b. Frequency of meetings, membership selection, and committee recommendations: Data are satisfactory.

15. Rules for students: The nature of the responses and the extent of probing by interviewers differed too greatly for any meaningful analysis to be made.

Problems related to the nature of the responses include:

a) Generality of the responses on disciplinary measures for first offenders for less serious infractions, such as violations of the dress code.

b) Existence of differing State laws and regulations concerning unacceptable student behavior and penalties for such behavior.

c) Unfamiliarity with local school board policies on handling violations of serious offenses, particularly drug use.

d) The variety of disciplinary measures that could be taken for repeated violations.

In at least two respects, the interviewers differed in the extent to which they queried principals for a full response. In several elementary schools, principals stated infractions of certain rules had never occurred. Sometimes the interviewers asked what would be done in the event of a violation; more often they noted that none had occurred. There was also dissimilarity in the degree of probing to learn the existence of and penalities for other rules not itemized on the questionnaire,

such as truancy, fighting, use of obscene language, and consumption of alcohol.

16. Expulsions: A very small number of students had been expelled during the school year (1970-71) at the time the schools participating in the field study were visited. Valid analyses cannot be made.

17. Suspensions: Data are satisfactory. A few students were suspended indefinitely. According to most principals, these were students who were suspended until they corrected their behavior to the satisfaction of the principal and/or other school staff.

18. Reasons Chicanos read less well than Anglos: Data are satisfactory.

19. Reasons Chicanos drop out: Data are satisfactory.

20. Reasons Chicano parents do not participate in school activities as much as Anglos: Data are satisfactory.

21. Are IQ tests biased against Chicanos?: Most principals explicitly stated IQ tests do or do not discriminate against Mexican Americans. A few stated neither "yes" nor "no" but gave answers related to characteristics of some Mexican Americans, e.g., English ability, cultural background, and socioeconomic status, which could affect their outcome on IQ tests.

22-24. These questions were designed to indicate to the interviewer whether other types of data collection activities, for which the interviewer was responsible were possible.

Counselors Interview Schedule - Parents

(Information on the last 10 parents consulted)

Counselors had a difficult time remembering parents with whom they had had contact. Desk calendars were often referred to for notations of meetings. It is possible that a higher proportion of personal than telephone contacts were remembered.

Counselors Interview Schedule - Students
(Information on the last 10 students counseled)

Most counselors do not keep records of students counseled in consecutive order. The ability of counselors to recall the last 10 students was dependent on how recently they had seen any students. If there was an intervening weekend or if the counselor had been involved in schoolwide testing or preregistration at a feeder school, he was less likely to remember exactly who the last 10 counselees had been. Often counselors referred to their calendars and to student records to refresh their memories. The data provided are probably not confined to precisely the last 10 students, but come reasonably close to it. In certain instances, a "cause" for counseling was given which seemed to describe the student rather than the direct reason for the counseling session.

School Protocol Form

1. Condition of school exterior: Data are satisfactory.
2. Playground surface composition: Data are satisfactory.
3. Ethnic composition of special programs: Too few schools offer bilingual education to make valid analyses. Data on other programs are satisfactory.

4. Ethnic composition of school's total enrollment: Data are satisfactory.
5. Student absences: Absenteeism rates appear to be high. Some tardies may have been recorded as absences. Absences identified neither as excused or unexcused were counted as excused.
6. Definition of an excused absences: The definition of an excused absence is set forth by State laws, and few intrastate differences were found.

Classroom Protocol Form

Information coded at the head of this form included the following:

The grade level of the majority of students in the classroom; the absence or presence of ability grouping in the school; the ability level of students in the classroom; the subject taught (English language arts or social studies); and the observer's identity.

1a. Diagram of seating arrangement: Each block on the seating chart represented a student seat. If a seat was occupied, the observer entered the ethnic background of the student in the block representing that seat. Otherwise he marked "NO" (not occupied). When there were fewer seats than blocks on the seating chart, observers either entered "NS" for "no seat" or drew a line around that area of the seating chart to represent the area in the classroom in which seats were located. If the arrangement of student seats did not correspond to the confines of the seating chart, (e.g., seats were arranged around the wall,

in a horseshoe, in a circle, or in groups) observers drew a diagram best representing the seating arrangement of the class and then noted the location of students within that arrangement. At the beginning of the field study (in New Mexico), observers consistently verified their perception of the ethnic background of each student with that of the teacher. If there were any differences between observer and teacher perceptions, those of the teacher prevailed and observers changed their notations accordingly. Beginning in California, most observers discontinued checking their perceptions of student ethnicity when it was found that observers' perceptions of student ethnic background nearly always coincided with those of teachers. Teacher verification was solicited only if observers were unsure of their classification. For example, some schools in the California sample area (Santa Clara County) had an appreciable number of students of Portuguese origin, and in those schools observers generally asked teachers if there were any such students in their class.

1b. Location of teachers' desk: Data are satisfactory.

1c. Focal point: In classrooms in which there was a traditional row-by-row seating arrangement, observers found that the focal point was nearly always at front center. At least three-fourths of the classrooms visited had this type of seating arrangement. In other classrooms, the focal point was distinguishable from the direction in which the desks were pointed (e.g. horseshoe or circular seating). In a few classes, students were seated

in two or more separate groups, and there was no fixed focal point.

1d. "Isolated students" Isolated students were considered those in seats located at an unusual distance from any other seat. A student in a lone seat in the last row at the back of the classroom was also counted as an isolate. (The "I"s in the figure below represent isolated students.

```
                I

              x x x x x
              x x x x x
                  x x x
            I     x x x
                  x x x
                      I
```

1e. Position of windows: Only those windows out of which student could easily see while standing in the classroom were noted.

1f. Noting absence of items 1b-e: Directions in item 1f were not followed.

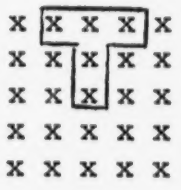
Coding Conventions for Seating Chart

Student seating was coded by position of the chairs and the ethnicity of the occupants. Seating positions were categorized as prime, backrow and isolate. Prime and backrow seating positions were defined as follows:

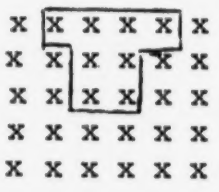
Prime seats were the first three seats in the center column of the class plus the two seats in the front row on either side of the center column. Each seat was given a value of 1 for a total of 5. (See Figure (a)). If there were an even number of columns, prime seats were the first three seats in the two center columns plus the two seats in the front row on either side of the two center rows.

Each seat was given a value of 5/8 for a total of 5. (See Figure (b). If there was only one seat in a row or column, or if there were no students in a row or column of seats, that row or column was not counted in determining prime seats. (See Figure (c)). If the focal point was in the corner of the room, seats located within a modified diagonal T pattern in that corner were counted. See Figure (d).

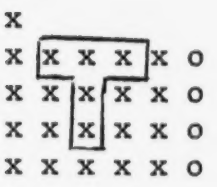
(a)



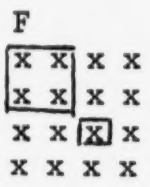
(b)



(c)



(d)



Unoccupied prime seats were not coded and therefore, the total number of students in prime seats did not always equal five. If there was an unusual seating arrangement (e.g., circular, horseshoe, etc.) prime seats were not designated or coded.

The back row was considered the last row of seats in which at least one seat was occupied. If there was just one seat in the last row and that seat was occupied, the student was counted as an isolated student. (See 1d above.) In these cases, the next row forward with at least one occupied seat was deemed the back row. If the last row had more than one seat, but only one was occupied, that student and those in the next row forward in which there was at least one occupied seat were coded as being in the back row.

2. Education of teacher: Data are satisfactory. Preliminary tabulations showed that only three teachers held no college degree. These were subsequently coded as having a bachelor's degree.

3. Teacher in-service training relating to Mexican Americans: The nature of the training varied from one-day sensitivity sessions on minority group relations to one semester courses dealing specifically with education of Mexican Americans, such as bilingual education teaching methods.

4. Number of students by ethnic background in attendance: Data are satisfactory.

5. Criteria for student seating assignment: Data were coded according to the following categories:

   a) Teacher choice - alphabetically by student surname

   b) Teacher choice - grouped homogenerously by ability

   c) Teacher choice - by other criteria

   d) Student choice

   e) Student choice with some reassignment by teacher for disciplinary reasons

6-8. Teacher characteristics: Data are satisfactory.

9. Type of student seats: Nearly all students seats were movable. Very few were fixed or of inappropriate size. Data were not coded.

10. Condition of seating: "New or Excellent" meant flawless. "Needs Repair" referred to structural damage caused by lack of maintenance, poor construction, or other factors. "Satisfactory"

referred to that condition which exists after a seat is new and before structural damage occurs. Most seats were in satisfactory condition.

11. Size of classroom: Observers differed greatly in their judgments of the size of the same classroom. Data were not coded.
12. Air conditioning: Data are satisfactory.
13. Condition of classroom floors: See question 10 for definition of terms. Nearly all floors were in satisfactory condition. Data were not coded.
14. Condition of classroom walls: See question 10 for definition of terms. Walls of nearly all classrooms were in satisfactory condition. However, the data were coded in order that sufficient pieces of information on the condition of the classroom be available for analysis.
15. View from classroom: The landscape of the school appeared to be greatly influenced both by the geography of the area in which schools were sampled and by the location of the school in a rural/suburban or urban setting. Data were not coded.
16. Supplies and equipment: "In use" referred to supplies and equipment observers actually saw being used or in such a condition that observers could infer recent use. "No evidence of use" referred to equipment seen in the room but which did not appear to have been utilized recently. "Not in room" referred to equipment not seen in the classroom without examination of enclosed storage spaces. At times, observers were not sure from the evidence if equipment or supplies had been

used recently. For purposes of economy, equipment was grouped together by type for coding purposes. Information on the following items was coded:

a. Audiovisual aids (motion picture projector, film strip or slide projector, overhead projector, tape recorder, opaque projector, and record player)

b. Reading kits/encyclopedias

c. Maps

d. Books of Mexican content or in Spanish

e. Television

Flanders Interaction Analysis

Observers felt there were some occasional inconsistencies in their understanding of which categories best described certain types of behavior. At times, there may have been differences in determining whether Category 2 (praise) or Category 3 (accepting ideas) best described the teacher's behavior. On other occasions, a teacher's statement to "Give me the answer to ..." may have been differentially tallied under Category 4 (asking a question) or Category 6 (giving a direction). There may also have been some confusion between student initiated talk (Category 8) and student talk in response to a teacher's statement or question (Category 9). Observers also experienced some difficulty in maintaining the correct pacing for the coding of classroom behaviors. For 10 minutes they were to enter a tally every 3 seconds under the category best representing the communication event in progress. They used stop watches to pace themselves, but sometimes found it hard to remain exactly with the pace.

With two exceptions, all data were coded for the tape record. Data for category 11 (speaking Spanish) were not coded because Spanish was infrequently used. Tallies under category 10 (silence or confusion) for students of each ethnic group were coded under category 10 for the class as a whole. Silence can signify something very different from confusion. Since the two behaviors were combined in one category, it was decided that analysis of data by student ethnic background would be of little value.

Reliability of the coders was tested at the beginning of the field study and at two other times during its progress. All observers tested at greater than .85 reliability with the trainer's coding at all three test sessions, except one observer during one session had a reliability coefficient of .79 for a session which the trainer thought was particularly difficult to code. The reliability coefficient used in these tests was Scott's Pi Coefficient.

Observation Schedule and Record (OScAR) - The K Section

Reliability of observations was checked for the K Section of the OScAR as well as for the Flanders, and it remained consistently high during the test sessions. However, observers did have some difficulties in using the OScAR. The categories of the K section are similar to those of the Flanders and there was occasionally some confusion between the two. Observers also had trouble coding for categories K2-K6 relating to various types of teacher statements. Each teacher statement was to be recorded. However, determining what constituted a complete statement was not always a

simple task. Observers were uncertain how to code statements when teachers (1) talked in continuous sentences or in sentence fragments, (2) rephrased the same statement or question in several different ways, and (3) uttered one-word phrases, such as "Good", "Fine", or "OK".

OScAR - Other sections

The staff has chosen not to analyze the data from other sections of the OScAR. This observation system does not provide for frequency counts of behaviors. Many categories, were never checked, and others were almost always checked consequently the resulting data is relatively insensitive for distinguishing between class-rooms.

Field Study Supplement

This form asks for data on family income and the educational attainment level of the head of household for children attending schools visited in the field study. The data are similar to those obtained in the mail survey from questions 34-41 of the Principals' Information Form. See Appendix H, pp. to for discussion of the quality of data on socioeconomic status collected for the Mexican American Education Study.